



ST ALBANS GIRLS' SCHOOL
BUSINESS & ENTERPRISE COLLEGE

Gifted and Talented Policy

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Gifted and Talented Policy

1. Rationale

Providing for gifted and talented learners in our schools is a matter of equity - as with all other pupils they have a right to an education that is suited to their needs and abilities, to allow them to fulfil their true potential... Every pupil, including the G&T should have the right personalised support to reach the limits of their capabilities. For G&T pupils this means stretch and challenge in every classroom and in every school and opportunities to further particular abilities outside of school.

*The Department for Children, Schools and Families
(<http://www.standards.dfes.gov.uk/giftedandtalented/principles/>)*

The purpose of the gifted and talented (G&T) policy is to promote teaching and learning strategies that support and challenge our most able learners and provide guidance to staff, governors, parents and students about how this is achieved at STAGS.

Effective provision for very able students must be actively provided as part of the whole school inclusion policy. The G&T Policy will be used to support the personalised learning of students, providing adequate opportunity for all and to promote a school ethos that celebrates the success of all learners.

This policy will be used to inform and evaluate the practice of all teaching and support staff in the teaching and learning of G&T students.

2. Aims

- To improve the education of all students at STAGS because teaching and learning strategies that work well for G&T students work well for all students.
- To improve student outcomes in attainment, to raise aspirations, increase motivation and nurture self-esteem, and to ensure that students from all backgrounds are catered for.
- To provide suitable learning opportunities for gifted and/or talented students to reach their potential through an appropriately differentiated and challenging curriculum.
- To increase consistency in the learning experience of G&T students across the curriculum.
- To promote opportunities to work at higher cognitive levels.
- To develop personalised learning to enable students to take responsibility for their own learning with opportunities to pursue personal interests and develop own strengths, to undertake and self-manage and evaluate progress of own projects. To develop Personal Learning and Thinking Skills (Independent Enquiry, Self-management, Team Work, Effective Participation, Creative Thinking, Reflective Learning).
- To provide a broad and balanced curriculum which, where possible, gives students the chance to explore new strengths and interests.
- To support gifted and/or talented students who are underachieving and to address whatever barriers might be preventing them from progressing.
- To underpin The Every Child Matters Agenda (be healthy, stay safe, enjoy and achieve, make a positive contribution, achieve economic well-being) and the Social and Emotional Aspects of Learning initiative (self-awareness, managing feelings, motivation, empathy, social skills).

- To promote a positive learning environment that celebrates success, values a commitment to life long learning and encourages students to take ownership of their own learning.
- To develop the teaching and learning practice of staff to provide professional development opportunities which contribute to the learning experience of students.

3. Definitions

Gifted students are academically able learners who demonstrate a significantly higher level of ability than most others of the same age in one or more curriculum areas. The top 5% of each year group in each subject will be considered gifted based on actual or potential achievement.

Talented describes learners who have the ability to excel in practical skills such as sport, artistic performance or in an applied skill. The top 5% of each year group will be considered talented students.

Gifted students at KS5 are identified as those who have the potential to achieve A at AS or A* A2 Level, according to ALPS (Advanced Level Performance System) data.

Students may show multiple gifts or talents or just one. A student may be gifted but not talented and vice-versa or could be both. The term G&T will be used to include all the varieties of gifted and/or talented students at STAGS.

4. Identification

Gifted and/or talented students may be identified in various ways.

Gifted students are identified firstly using data. The top 5% of each year group in each subject is considered on the basis of a range of data including KS2 and KS3 SATs (Standard Assessment Tests), CATs (Cognitive Ability Tests), MidYIS (Middle Years Information System), Yellis (Year 11 Information System), FFT (Fischer Family Trust), ALPS (Advanced Level Performance System), GCSE and AS Level scores which predict students' potential. Teachers are also asked to nominate students who show particular strengths, whether or not they are initially identified by data.

Talented students are usually identified by staff. These students may not necessarily be academically adept at the subject but have a particular flair, for example may not be predicted a high level at KS3 at music but be a talented pianist.

The G&T register is updated annually and transfer students are assessed when they join the school by considering information provided by their previous school and other methods such as meeting with the lead teacher or nomination by subject teachers.

Parents will be informed if their child is included on the gifted and talented register and will be informed of the student's progress through the school's annual reporting system.

According to the DCSF, students who are gifted and/or talented may also show the following characteristics:



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Be a good reader	Have a range of interests, even obsessions	Be artistic
Be very articulate or verbally fluent	Show unusual and original responses to problem solving	Be musical
Give quick verbal responses	Prefer verbal to written activities	Excel at sport
Have a wide general knowledge	Be logical	Have strong views and opinions
Learn quickly	Be self taught and have their own interest area	Have a lively and original imagination / sense of humour
Be interested in topics usually associated with an older child	Have an ability to work things out in their head very quickly	Be very sensitive and aware
Communicate well with adults	Have a good memory that they can access easily	Focus on their own interests rather than on what is being taught
Be socially adept	Be easily bored by what they perceive as routine tasks	Not necessarily be well-behaved or well liked by others
Appear arrogant or socially inept	Show a strong sense of leadership	

Gifted and/or talented students who are underachieving may also:

Have low self esteem	Be confused about their development and about why they are behaving as they are	Manipulate their environment to make themselves feel better
Tend towards a superior attitude to those around them	Find inadequacy in others, in things, in systems, to excuse their own behaviours.	

5. Roles and Responsibilities

Governors

- Ensure G&T policy is in place and identify which governor has responsibility to monitor G&T in the school and to liaise with lead teacher.

Head and SLT

- Actively champion G&T provision,
- Monitor provision for G&T students through learning walks and evaluations of departmental SEFs (Self-Evaluation Forms),
- Monitor the progress of G&T students through exam analysis with faculties.

Lead teacher

- Develop strategy for G&T provision to embed good practice in the every day curriculum as well as enrichment activities,
- Raise the profile of G&T students across the school,
- Create and maintain the G&T register,

- Provide staff training on effective identification and provision for G&T students,
- Monitor the progress of G&T students and organise PLPs (Personalised Learning Plans) and mentoring of students,
- Ensure staff are aware of G&T policy and their responsibilities to implement it,
- Make G&T policy available for parents/carers and inform the parents/carers of G&T students that they have been identified as G&T,
- Update the www.gifted-talented.org.uk website regularly,
- Share good practice with other schools.

Pastoral Team

- Be aware of the social and emotional needs of G&T students and the types of behaviour that may be displayed by students,
- Provide pastoral support for G&T students and, when appropriate, monitor their social and emotional progress,
- Update the lead teacher of the progress of G&T students and highlight any particular concerns.

Heads of Faculties and Heads of Department

- Nominate students who show gifted and or talented characteristics to be included on the G&T register,
- Develop schemes of work with clear differentiation for G&T students and appropriate assessment and homework tasks,
- Develop teaching and learning strategies that promote higher order thinking skills and not simply more work at the same level,
- Provide opportunities for extension and enrichment,
- Monitor and evaluate the provision for G&T students in the department.

Teachers

- Be aware of G&T students in their classes and their specific capabilities,
- Differentiate appropriately for all learners in their classes,
- Provide opportunities for students to extend their talents/skills both in and outside the classroom where appropriate,
- Provide work that is suitably challenging, including higher order thinking skills and not simply more work at the same level,
- Monitor the performance of students identified as G&T and inform the lead teacher of those who are at risk of underachieving.

6. Enrichment outside the classroom

In addition to extension activities within the classroom, opportunities to stretch and challenge learners are provided through enrichment activities and extra-curricular clubs. Departments run clubs that are aimed specifically at engaging and stretching the learning of G&T students. A range of clubs are on offer at lunchtimes at STAGS and G&T students are encouraged to take part in these as part of the mentoring process.

As part of the mentoring process, G&T students are encouraged to engage in their own



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projects and to self assess their own progress and learning. Talented students in particular are encouraged to share their skills for the benefit of others, the whole school community and the wider community.

The lead teacher, taking advice from subject teachers, nominates students to apply for externally provided enrichment activities locally and nationally. Students that fulfil the entry requirements for *Young, Gifted & Talented* are encouraged to apply.

Activities range from year to year but may include; internal and external competitions, master classes, cross-curricular clubs, student newsletter, magazine, debating club, Youth Parliament, visiting speakers, workshops, website and Virtual Learning Environment (VLE) pages run by students.

7. Personal/social issues

It is important to recognise that G&T students may have particular personal, social and emotional needs and staff need to be aware of these and how learning can be affected. STAGS endeavours to ensure that there is a secure and positive learning environment where students feel happy to share their abilities and achievements. It is a valuable part of learning to experience failure and set-backs and students should feel equipped to deal with these positively and effectively. Staff must be aware of students' needs as G&T and provide encouragement and praise for achievement.

Some G&T students struggle socially and need opportunities to develop these skills. Likewise, some G&T students present negative behaviour patterns and need opportunities to address these.

It is important that the whole school community avoids negative stereotyping towards G&T students as this can have a detrimental effect on the personal and social health of students. Furthermore, endeavours are made to avoid elitism; provision for G&T students is about equality, not inequality.

8. Pupil mentoring and monitoring

In order to ensure that standards are being raised and students' needs are being met, each student who is identified as gifted and/or talented receives mentoring from a member of staff, arranged by the lead teacher. This provides an opportunity to set SMART (Specific, Measureable, Achievable, Related, Time-framed) targets, work on individual projects, raise concerns, monitor progress towards target levels and discuss contributions to the wider school community. Mentor meetings take place at regular intervals but the frequency of these depends on the need of individual students.

The progress of G&T students is monitored using report data on SIMS (School Information Management System) and feedback from staff. Achievement is recognised through the rewards system and underachievement will be addressed through intervention by the lead teacher.

9. Methods of review and monitoring

Evaluation of the provision for G&T students across the curriculum at STAGS takes place annually using the Institutional Quality Standards, Classroom Quality Standards,



departmental Self-Evaluation Forms and feedback questionnaires from staff, students and parents. This is coordinated by the lead teacher for G&T.

Provision for G&T students in the classroom is monitored through learning walks, student feedback and work scans.

Extra-curricular provision and enrichment activities are reviewed by the lead teacher annually to examine whether a coherent package is provided for students that stretches and challenges.

This policy should be read in conjunction with other school policies including the Curriculum Policy, the Teaching and Learning Policy, the Equal Opportunities Policy and the Special Educational Needs Policy.

