

Featherstone High School



Gifted and Talented Policy

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Featherstone High School believes that every student has the right to be challenged whatever their ability and encouraged to develop to his or her full potential, be that intellectual, physical, creative, emotional, spiritual or social, finding appropriate challenge in our learning environment.

At Featherstone High School we believe all students have individual needs, which puts personalized learning at the heart of the schools teaching and learning policy.

As a school we are committed to providing a challenging curriculum for all our students. In addition, we will provide opportunities to identify and in turn nurture those students that are more able, gifted and talented through a structured programme of teaching and learning which takes place both within and beyond the classroom.

All students have an entitlement:

- To lessons that stimulate, engage, challenge, inform, excite and encourage dialogue with the teacher, as well as with other students to ensure active participation in the lesson.
- To skilled, well informed and prepared teachers who have knowledge and understanding of whole-school needs and policies, especially those concerning issues related to those students identified as gifted and talented.
- To a rich and varied curriculum (courses) that lead to examinations and accreditation.
- Beyond subject teaching, including preparation for adult life and the world of work.
- To enrichment programmes including extra-curricular activity, personal and social education, careers guidance and visits to local industry, work experience and community service.

The terms 'gifted and talented' refers to the top 5-10% of our students as measured through both actual and potential achievement.

Definitions

There are many definitions of 'gifted and talented'. DCSF guidance suggests:

- **Gifted** describes learners who have the ability or potential to excel academically in one or more academic subjects such as English, Mathematics, Science, History, Geography, Modern foreign languages, Religious education, Information and communication technology, or Design and technology.
- **Talented** describes learners who have the ability or potential to excel in practical skills such as sport, leadership, artistic performance, or in an applied skill.
- **Gifted and talented:** describes a learner with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).

Identification

As no one method of identification can be entirely accurate since specific subject criteria will always be subject to change. We therefore, endeavour to obtain as much information about individual students as possible. At Featherstone High School Gifted and Talented students are identified through a structured process which consists of 2 parts a curriculum process and a pastoral process.

Departments use a variety of strategies in identifying gifted and talented students, including:

- Pupil data (including CATs, KS2 pts, and External exams, GCSE pts, for post 16)
- Subject tests and exams
- Continuous assessment (including homework)
- Student self assessments
- Observation of classroom performance.

The pastoral part of the identification process is the responsibility of the TLR 1 Pupil Progress Coordinator in consultation with Subject Leaders and form teachers. Pastoral judgments are based upon:

- Information from any previous schools (transfer and transition data e.g. CATs, KS2 pts).
- Internal and external assessment and testing (subject teacher termly assessment and examining board results).
- Teacher nomination/identification.
- Observation of students.

How are the Gifted and Talented provisions coordinated?

The arrangements for coordination of the Gifted and Talented provision are the responsibility of the G&T coordinator, who is managed by Assistant Head Teacher in charge of G&T. Provisions and results of evaluation will be discussed annually at the SMT meetings and shared with the curriculum committee of the governing body.

The G&T coordinator will:

- Liaise with the link person in each curriculum area to coordinate and monitor the progress of G&T students.
- Collate information from Lead Teachers and TLR Pupil Progress Coordinator, in order to produce a register of gifted and talented students. The register will be produced in the autumn term and published to all curriculum areas. It will be reviewed at the end of the summer term.
- Liaise and work closely with the AHTs involved in transition from Primary schools, as well as Primary school link coordinator for G&T provision to collate data on gifted and talented students.
- Ensure an awareness amongst all staff of their role in the identification of more able students (G&T), based on subject-specific criteria and the need to make the Curriculum sufficiently challenging
- Liaise with Lead Teachers to ensure all schemes of work are planned to include specific enrichment materials, activities and ideas.
- Carry out a cycle of lesson observations and work sampling (as specified in the Assessment, Recording and Reporting Policy) to monitor classroom provision for the gifted and talented against Classroom Quality Standards.
- Liaise with the TLR1 Enrichment Coordinator to audit enrichment and extension opportunities provided by the wider extra curricular programmes.

- Liaise and work closely with TLR 1 in charge of coordinating the extended project to monitor the progress of G&T students.
- Encourage students to enter local and national events, including residential courses and competitions in consultation with the TLR1 Enrichment Coordinator.
- Liaise regularly with the TLR Pupil Progress Coordinator to monitor individual student performance.
- Identify in consultation with the TLR Pupil Progress underachieving gifted and talented students through the comparison of achievements in subject areas with the expectations of achievement suggested by CATs testing and prior performances.
- Identify and organize opportunities for gifted and talented students to work together.
- Ensure recognition, celebration and rewarding of achievement of all students.
- Closely liaise with external support agencies (G&T) and the home.
- Set up procedures to identify and address underachievement.

Responsibilities of TLR1 and TLR2 Subject Leaders

- To prepare subject-specific criteria to identify G&T students.
- To inform department staff of these criteria
- To keep a record of criteria and pass on to the G&T coordinator.
- To identify students who meet the criteria
- To pass these names onto the G&T coordinator
- To provide schemes of work that contain enrichment/extension material for identified students
- To ensure that the teachers registers identify G&T students.
- To ensure that the enrichment/extension material is being used by subject teachers.
- To include an item of training related to G&T in department and year team meetings.
- To ensure that G & T students have opportunities to make links with partners beyond the school setting e.g. Oxford University Ambassadors Programme.

Responsibilities G&T coordinator and TLR Pupil Progress

- To prepare (prior attainment data), a register of the top 5-10% of each year cohort.
- To gather names of identified students from all subject areas.
- To categorize this information as Gifted, Talented or Gifted and Talented by agreement with the SMT
- To communicate information back to Lead Teachers of students on the register.
- To monitor the provision for G&T students.
- To evaluate the progress made by students and provision on an annual basis
- To look at and agree the list of identified students on an annual basis.

Assistant Head Teachers in charge of Curriculum Development and Staff Development (teaching and learning)

- To ensure TLR 1 CD and TD monitor the schemes of work to identify provisions for G&T.
- To ensure TLR 1 CD and TD work with the G&T coordinator to oversee the process and activity.
- To ensure Lead teachers and TLR pupil progress include items concerning provision for G&T students on meeting agendas.

Teaching and learning role of the classroom teacher

At Featherstone High School the heart of the provision for the gifted and talented students is what happens in the classroom, every day and every lesson. This is the direct responsibility of every class teacher, whose challenge is to make every lesson motivating and engaging, and to ensure that every student is stretched. Our teachers acknowledge students' different learning styles by aiming to include visual, auditory and kinesthetic activities in every lesson.

When planning and delivering lessons, teachers consider how the needs of gifted and talented students can be met through:

- Providing suitable challenging activities and questions to extend the core learning tasks.
- Encouraging students to take risks, to play with ideas as productive opportunities for learning.
- Problem solving and investigation tasks to develop reasoning and thinking skills
- The use and modeling of open-ended questions, activities and investigation. Providing rigorous and constructive feedback to students on their work.
- Introducing elements of competition within and outside their peer groups.
- Opportunities for creative and productive thinking.
- Planning of a variety of extension and enrichment activities.
- Providing opportunities to widen the scope of learning activities beyond the school and the classroom. Providing rigorous and constructive feedback to students on their work.

Departmental planning and schemes of work provide resources and learning programmes (extending and enriching) that cater for the needs of all students, including the gifted and talented. The school provides a curriculum and learning experience that is broad and available to all learners, and in addition to formal lessons students have access to:

- A range of resources, materials and enrichment programmes.
- Visits and workshops from experts e.g. script writers, actors, artists, dance and music organization during lessons or curriculum week.
- Increased technical and specialist language
- Academic mentoring by SMT.
- Links with outside agencies (Creative Partnerships, sports programmes, etc)
- Clubs at lunchtime or after school, covering academic as well as other activities.
- Participation in special competition (Business enterprise)
- Enrichment sessions during the school day (BBC news report, Creative partnerships)
- Enrichment activities provided by outside associations and organizations.

Role of the Student

All students play a vital role in teaching and learning and therefore as a school we encourage them to communicate what helps them to be effective learners. They are given opportunities to:

- Develop and understand an awareness of their preferred learning styles.
- Develop a language which will enable them to discuss the process of their learning.
- Actively participate in setting targets for their learning and how they will achieve them including how they will evaluate the outcomes.

Role of the Parents/Carers

Parents and carers also play a vital role in their child's education and as a school we encourage parents to be involved in their child's learning through open evenings, curriculum and options evening, the parents learning gateway, as well as target setting days.

Once a student has been identified as gifted and/or talented the school's Gifted and Talented Coordinator/TLR 1 Pupil Progress will write to the parent informing them of the category, and the provisions that have been made for their child's educational needs. Information on provisions is available on the school website and parents can access them easily.

On a few occasions during the Primary school transfer to Featherstone High school it may arise that a student that had been identified in the top 5 – 10% in their Primary schools, may no longer fall into that ability range and are therefore no longer on our school's Gifted and Talented Register. However extra curricular activities and differentiated classroom experiences are part of the day to day teaching and are rarely restricted to students on the Gifted and Talented Register.

Monitoring and Evaluation

The Gifted and Talented policy is reviewed on an annual basis in the summer term or as and when required by the gifted and talented coordinator in conjunction with the named Assistant Head Teacher for gifted and talented.