

COGNITA
TEACHING EXCELLENCE



LONG CLOSE SCHOOL

Gifted & Talented Policy: Senior School

Completed: 28 January 2015 after staff meeting where staff fed into the document
Reviewed and amended: 12 September 2016
Next Review: 12 September 2017
David McCarthy, Deputy Head

Introduction

This document is a statement of the aims, principles and strategies for the identification and management of Gifted & Talented pupils at Long Close School. It is intended to provide a consistent framework and to ensure that all children have their needs met, allowing them to work towards their full potential. It should be read in conjunction with the school's policies for teaching and learning as together this forms a statement of the principles underpinning all the work of the school. Long Close is a deeply caring school where attention is paid to the planning of the curriculum, both to extend the most able and to support the individual needs of pupils.

We believe in providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. The purpose of this policy is to help ensure that we recognise and support the needs of those children in our school who have been identified as 'gifted' and/or 'talented' according to national guidelines.

We recognise that responsibility for G&T provision is a whole-school issue and lies collectively with all staff, supported by the Gifted & Talented Coordinator and the Senior Leadership Team. We aim to equip all staff to effectively meet a wide range of able or very able children's needs. Lessons provide differentiated activities to meet these needs. Therefore, the teaching of such children is considered to be a whole school responsibility

Aims

The aims of our Gifted & Talented provision at Long Close are:

- ensure that we recognise and support the needs of our pupils
- enable pupils to develop to their full potential
- offer pupils opportunities to generate their own learning
- ensure that we challenge and extend the pupils through work that we set them
- encourage children to think and work independently

Definition

In the national guidelines the terms are distinguished as follows:

'gifted' refers to a student who has a broad range of achievement at a level well above average, typically in the more academic subjects

'talented' refers to a student who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.

While we recognise and cater for these particular categories of children in our school, at the same time we respect the right of *all* children, irrespective of differences in ability, to access various areas of learning, both for their self-fulfilment, and for their eventual development into active and responsible adults. In our mission statement we declare accordingly that we value the individuality of all our children.

Identifying G&T

The DfES (now Department for Education), from its *Excellence in Cities* programme, used the terms 'gifted and talented' and these were defined as follows:

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Gifted	Top 5-10% of pupils per school as measured by actual or potential achievement in the main curriculum subjects
Talented	Top 5-10% of pupils per school as measured by actual or potential achievement in the subjects of Art, Music and PE/Games

As children progress through the school, we test them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets.

The children undertake national tests in (Midyis) in Yr7 and (Yellis) in Yr10. Each child that averages 130 in the Maths, VR and NVR is considered to be gifted. These children are then entered on the Gifted and Talented register. It is possible for individual members of staff to enter a child's name into the register as being particularly gifted in French or talented in Sport, as long as they can support their arguments with data.

Teachers also make regular assessments of each child's progress in all subjects of the National Curriculum. We compare the information from these tests with a range of national and IAPS data, in order to ensure that each child is making appropriate progress.

Each teacher regularly reviews the children's progress. Teachers discuss the children's progress with parents at the twice yearly consultation mornings, and report annually on each child's progress in July.

Aptitudes in English and Mathematics

Gifted children in *English* are identified when they:

- demonstrate relatively high levels of fluency and originality in their conversation;
- use research skills more effectively to synthesise information;
- enjoy reading, and respond to a range of texts at a more advanced level;
- use a wider vocabulary, and enjoy working with words;
- see issues from a broader range of perspectives;
- use more-advanced skills when engaged in discussion.

Gifted children in *mathematics* are identified when they:

- explore a broader range of strategies for solving a problem;
- are more curious when working with numbers and investigating problems;
- see solutions more quickly, without needing to try all the options;
- look beyond the question in order to hypothesise and explain;
- work more flexibly, and establish their own strategies;
- enjoy manipulating numbers.

Teaching and Learning Style

Our teachers plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning, such as by providing:

- a common activity that allows the children to respond at their own level

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- an enrichment activity that broadens a child's learning in a particular skill or knowledge area
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment
- the opportunity for children to progress through their work at their own rate of learning
- motivating challenges to stimulate the 'bright but lazy' child
- varied and flexible groupings
- differentiated tasks (including homework) – matching tasks to ability
- Extension questioning techniques in the classroom– open ended questions and tasks to deepen understanding rather than 'more of the same'
- problem solving and investigation activities – to develop reasoning and logical thinking
- Encouraging independent learning through pupils organising their own work, carrying out challenging tasks unaided, making choices and developing self-evaluation skills

Out-of-class Activities

Through our Individual Achievement plans, we:

- Encourage pupils to take advantage of residential trips suitable for their age
- Encourage pupils to go to clubs run by their schools or 'out of school clubs
- Encourage pupils to bring "home learning" into school to enhance the class learning by pupils becoming teachers

Students are familiarised with a variety of organisational strategies as they move through the school. These strategies can be used by all students, but give due scope to higher achievers.

In Years 7 – 11 we set academic targets. Teachers regularly review the progress of children. This enables teachers to plan work that reflects the ability band of each group.

We offer a range of extra-curricular activities for our children. These activities offer higher achievers the opportunity to further extend their learning in a range of activities. Opportunities include a range booster GCSE lessons after school. There have been clubs in chess, computer programming, debating, journalism etc.

Guest speakers are invited to give talks to the Gifted and Talented. We will organise a trip once per year for the students on the roll.

Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children.

The students will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

From the summer of 2016 we have introduced Enrichment week, where we collapse the curriculum and expose all the students to things they have made never tried; from being in a court, to looking at how the political system works in the Houses of Parliament, to going on a history of art appreciation course, to training as a journalist from the day. These events are also recorded in the students Individual Achievement Plan.

Roles and Responsibilities

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The Deputy Head coordinates the provision and practice within the school for gifted and talented children. This role includes:

- running a register of gifted and talented pupils, and keeping it up to date
- supporting staff in the identification of these children
- liaising with parents and other agencies on related issues
- organising conferences
- organising trips and speakers
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The role of the head teacher/SLT

1. Ensure that the G&T Coordinator and other staff have sufficient time allocated to carry out their teaching and administrative roles
2. Discuss staff training needs with G&T Coordinator
3. Look at resource requests for G&T
4. Share information on G&T with the school's Cognita Education Officer.
5. Check to see if differentiation is occurring in the classroom

The role of the teachers

1. Identify pupils who may be gifted or talented and liaise with the G&T Coordinator
2. Keeping notes on G&T pupils in their Teacher Files
3. Ensure that their planning takes into account the G&T (see mid-term plans on differentiation)
4. Ensure AFL is embedded into their marking
5. Planning booster sessions and trips

Gifted & Talented Register

At Long Close School a G&T register is set up and maintained by the G&T Coordinator. This is shared with all staff and is available on the Long Close Intranet.

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