



## Gifted and Talented Policy

At Waverley Studio College, we believe in the recognition of individual learning needs of all our pupils, including those with high levels of ability. As a school, we believe it is our responsibility to ensure that the most able pupils are provided with, and are enabled to access learning opportunities, which will allow them to fulfil their true potential. We are committed to the extension and enrichment of the curriculum, in order to ensure the holistic progression of the most able pupil.

### Aims

- 1) To recognise the needs of more able pupils within a framework of equal opportunity.
- 2) To implement procedures and strategies that will address the needs of an identified cohort of more able pupils.
- 3) To ensure that more able pupils are motivated to achieve to the best of their ability and set standards of excellence as an example for others to follow.
- 4) To provide opportunities for more able pupils to work at high cognitive levels and/or to develop specific skills or talents.

### Rationale

All pupils need encouragement, guidance and support. All pupils should receive the education, they are entitled to and if they require specialised or extra help because of a gift or talent, they should have the same entitlement as pupils who find learning challenging and difficult i.e. pupils with special educational needs.

All pupils are individuals, unique in the sense that each pupil has special needs and requirements. More able pupils need to be identified, targeted, supported and challenged. Strategies need to be devised and implemented, and pupil progress needs to be monitored (in much the same way as statemented pupils and pupils with special educational needs). In other words, the more able pupils are entitled to have their needs recognised and addressed.

Talent alone will not guarantee success and more able pupils may require specialised support to realise their true potential for a variety of reasons:

- Talent can easily be squandered without the appropriate knowledge and skills on how to channel the given talent.
- Ability may go unrecognised in the absence of a programme specifically designed to identify the talent. In some cases, the talent may be latent.
- Without appropriate Schemes of Work and recognition for their efforts, more able pupils may become easily discouraged.
- Talent may require constant stimulation if it is to continue to develop rather than stagnate and decline, leading to pupil apathy.

### Management of Gifted and Talented Provision

The Assistant Head Teacher of Inclusion: Daisy Priest has the overall responsibility for the Gifted and Talented Policy whilst Michael Santos will manage the Gifted and Talented Coordinator role. The policy will be developed in collaboration with Heads of Faculties, Director of Student Achievement and Leadership Group to:

- a) Identify pupils with high potential, recognising that whilst some pupils are overt about their abilities, some may actively hide it and others may not readily be able to display their ability due to the need to develop higher order communication skills in English.
- b) Improve motivation and attainment of our most pupils by ensuring that benefit from a coherent, co-ordinated and distinctive teaching and learning programme, which will provide a consistent challenge and which will be responsive to their individual needs.
- c) Encourage high learner self-esteem so that pupils can be confident and yet critical, and evaluate their own learning.
- d) Support pupils in developing their personal skills as well as their knowledge and understanding.
- e) Monitor progress and achievement and to set individual targets for identified pupils in accordance with the school's policy and practice.
- f) Provide a range of out of hours enrichment and extension opportunities (in house or Cluster activities)
- g) Promote aspiration and excellence in all pupils.
- h) Continue to develop teacher confidence and expertise in brain-based learning including Critical Skills.

### Identification

Most able pupils are pupils who have ability or abilities beyond the large majority of their peer group and consequently require a more challenging curriculum that is appropriate for the majority.

**Gifted pupils** can be perceived as having high ability across several areas. This includes generally academically able pupils, but more specifically denotes the most able in: English, Mathematics, Science, Humanities and Languages.

**Talented pupils** show high ability in specific areas. These may show as 'spikes' in a profile. The areas may be subject specific or maybe be subsets, e.g. Poetry in English, geometry in Maths. Outstanding sportsman, musicians, artists are included. Talented specifically refers to: Creative Arts, Physical Education, Design Technology and ICT.

The more able cohort are identified using a variety of methods which include prior attainment, staff nomination and on-going assessments: Primary and secondary school records (EYFS, KS1, KS2 and KS3 SATs), teacher identification, and pupil/parent nominations. Teacher observation and assessment must be included (learning journals, Assessing Pupil Progress known as APP) at the primary level. Only after consideration of all available evidence (based on previous performance and potential) should pupils be identified as 'more able'.

Children in reception are identified for G & T if they are functioning a whole band above their chronological age in either and/or the Prime and Specific areas of the EYFS curriculum

The identification process is flexible for new pupils, newly-arrived pupils and pupils who were not identified, to allow for mis-identified pupils to move out and in of the cohort.

Departments should be aware of the indicators of underachieving pupils when identifying the 'more able'; the best in the class are not necessarily the 'more able'. More able pupils are generally considered to possess the following characteristics:

- a) great intellectual curiosity
- b) ability to learn easily and readily
- c) initiative and originality in intellectual work
- d) ability to memorise quickly
- e) superior powers of reasoning (DfE Checklist)

The DfE requires the school to identify a cohort of 10% of the school population as their most able. For the official DfE data purposes we use a set of identification criteria of fulfilling three out of the following four: (only three criteria mentioned below)

CATS > 115

SATS

Teacher Assessment in 4 < subjects

As a school, we keep a record of any pupil identified as *most able* by teacher assessment. Every subject area that identifies a pupil as most able is required to make provision for that pupil in the given subject, whether they appear on the DfE list or not. The Gifted and Talented cohort is annually reviewed and updated.

### **Teaching Strategies and Classroom organisation**

Teaching styles for the more able pupils should be more open-ended and flexible. More able pupils tend not to respond well to 'directed' teaching and rigid learning structures. There is a need to allow the more able pupil opportunities to 'take risks' in their learning, and effective teaching for them will reflect this. More able pupils should be encouraged and given opportunities to think creatively and divergently.

### **Provision**

#### **Enrichment**

Involves offering a wide variety of opportunities, both within and outside the curriculum, exposing the more able pupils to experiences not usually encountered as part of the standard curriculum

#### **Extension**

Developing a deeper understanding through encountering more complex resources and materials, tackling more challenging questions and tasks, demonstrating higher levels of thinking, and presenting increasingly sophisticated responses.

#### **Acceleration**

Involves fast tracking more able pupils in some subjects through the curriculum and through specialised study support, this:

- increases pace of learning
- adds challenge
- increases motivation

- raises the expectations of pupils, teachers and parents
- can add flexibility to the curriculum creating space for enhanced learning

It is the responsibility of the Phase Leaders/Head of Faculty to ensure that the entitlement of pupils is met within the teaching groups.

At Waverley Studio College, we believe that the day-to-day learning environment is the most crucial area for the enrichment, extension and progression of the most able pupil. Therefore, every department has the responsibility to reflect this provision in their Schemes of Work and Team Development Plan. Awareness of higher order thinking skills, leadership opportunities, freedom to fail and ability-not-age based differentiation should be the features of the most able pupils' learning diet.

Out of hours enrichment activities can provide challenging experiences for our most able pupils. The development of 'in-house' activities is essential and ongoing.

### **The Role of Senior Management**

- a) Provide adequate resources to ensure that more able pupils receive a high quality education that meets their needs within the school framework
- b) Develop appropriate, accessible database systems for collecting, disseminating and recording information about more able pupils
- c) Monitor and evaluate the development of the policy in each and every curriculum area to ensure that more able pupils are correctly identified, that adequate provision is made for them and that their progress is regularly monitored
- d) Ensure Phase Leaders/ HOF's fulfil their responsibilities towards more able pupils by regular monitoring and evaluation (termly basis)
- e) Provide opportunities for staff development, as required, in order to raise awareness and develop skills in identifying, developing teaching and learning strategies and providing resources for more able pupils.

### **The Role of Middle Management: Phase Leader /Heads of Faculties (HOF's)**

- a) Develop Departmental Policy, within the framework of the Whole School Policy, for inclusion in Departmental Handbooks and Schemes of Work
- b) Establish a standardised system and criteria for identifying more able pupils and ensure that they are adhered to by all members of the department
- c) To liaise with faculty members over the list of more able pupils and ensure that G/T Coordinator, Assistant Head Teacher of Inclusion and SMT are kept informed of changes/amendments
- d) Ensure that Departmental Schemes of Work and Lesson Plans show differentiation to cater for the varying levels of ability within each class and promote a variety of teaching and learning strategies
- e) Monitor the achievement/attainment of more able pupils to check that they are on target
- f) Organise INSET and set aside regular departmental time to discuss new ideas, share materials, develop teaching strategies and extension activities and make links with other curriculum areas and appropriate agencies.

### **The Role of Middle Management: Director of Student Achievement and Achievement Coordinators):**

- a) Develop Pastoral Policy, within the framework of the Whole School Policy, for inclusion in the Staff Handbook

- b) Liaise with HOF's over the list of more able pupils and ensure that classteachers/Vertical tutors are kept informed of changes/amendments
- c) Monitor the achievement/attainment of more able pupils, in conjunction with form tutors, to check that they are on target in all identified areas of the curriculum
- d) Liaise with parents/carers, in conjunction with classteachers/ form tutors, over any concerns about under-achievement

### **The Role of the Classroom Teacher**

- a) Ensure that lesson plans reflect the Whole School Policy and Departmental Schemes of Work and contain class and homework activities that are differentiated to meet the needs of all pupils (including more able pupils)
- b) Provide pupils with opportunities to extend their talents/skills by regularly promoting problem solving, open ended and investigative activities
- c) Recognise that setting more work for pupils is not necessarily beneficial. More able pupils are more inclined to respond to higher level work that is more challenging, rather than more work of a similar level that is likely to be resented
- d) Incorporate opportunities within their subject discipline to make use of ICT, including use of the Internet

### **Homework**

In accordance with school policy, homework should be set for our most able pupils that stimulates, enriches and extends their learning in school.

### **Pastoral Care**

Waverley Studio College provides a strong personal and academic support through a well-developed Entitlement structure, with the role of the classteacher/Vertical tutor being paramount. The role of mentors is an established and effective aspect of current practice.

### **Monitoring and Assessment**

Ongoing assessment, recording and reporting is in accordance with current whole school policy. Waverley Studio College has a well-established practice of effective target-setting for all pupils in all subjects. Faculties/classteachers will continue this practice by enabling all pupils, including our most able, to be involved in their own progress. Review and progress against targets will take place termly by identified staff. Departments should maintain a portfolio of good practice and activities. This should include data on identified pupils, their targets and progress.

On Pupil Review Day, targets are set by pupils with teachers and agreed. Action Plans are then devised with clear outcomes.

*The Academic Self Review is a self-evaluation and reflection by our most able pupils on their assessment of their progress, the current level they are working at, and any extension work or activities they think they have experienced. This provides an invaluable insight into the perceived effectiveness of the impact of the Gifted and Talented Policy, from a student's point of view, and can help to inform the future planning of departments.*

Related Policies

- a) Teaching and Learning
- b) Homework
- c) Equal Opportunities
- d) Monitoring and Assessment
- e) Target Setting

**Policy adopted by Waverley Education Foundation Board of Trustees on:**

**06/12/2016**

**Policy to be reviewed on: December 2017**

**Signed:**

**X** \_\_\_\_\_  
**Chair of Trustees**

**X** \_\_\_\_\_  
**Principal**