
Gifted and Talented Policy

RATIONALE

Meeting the needs of the gifted and talented students at King Arthur's was identified as a whole school priority in the school improvement plan 2009/10. There was already significant work in progress prior to this year but it was felt that more attention should be devoted to the gifted and talented agenda. The School was in the process of focusing more closely upon improving attainment and it was felt that two key objectives could be met: aspirations across the school amongst the student body and the staff would be raised; and the process of learning would be informed and driven by an inclusive approach to gifted and talented provision. The focus on gifted and talented students would also inform recent priorities such as the quality of questioning and interaction in the classroom, literacy and student behaviour.

AIMS

- To develop a climate where **all** pupils have a positive attitude towards achieving high standards.
- To give gifted and talented students access to a suitably differentiated and challenging school curriculum.
- To provide extracurricular opportunities for students to develop their gifts and talents.
- To regularly review the register of students deemed to be gifted and talented, monitoring their progress and activities.
- To seek the active engagement of parents in meeting the needs of gifted and talented students.
- To enrich provision across the entire school body by increasing opportunity.
- To provide an educational environment in which **all** pupils can flourish.
- To raise aspirations for all pupils.

IDENTIFICATION

- Gifted and talented students are identified by making a judgement based on an analysis of various sources of information including: test scores (CATS) and KS 2 scores; teacher nomination; parental nomination; reading ages. Within the school we recognise that gifted and talented students can be good all rounders, high achievers in one area, of high verbal ability but have poor writing skills.
- DCSF definitions and county prior data are used as a starting point for identifying a gifted and talented register. (Gifted students are those who have exceptional abilities in one or more subjects on the statutory curriculum other than art, music, design, PE and Drama. Talented learners are those who have exceptional ability in art, design, music and P.E. Recent developments in the classification of exceptionally able P.E. students are acknowledged on the register with the recognition of gifted 'leaders' in P.E. Regardless of the ability profile of the school population the term 'Gifted and Talented' refers to 5% - 10% of the school population).

- The register of identified gifted and talented students is shared with the staff at the beginning of each year and where amendments are made notice of these is given as the year goes on.

PROVISION

G and T students will be given opportunities to:

- learn beyond the classroom and outside the school day;
- develop specialist interests;
- work towards higher level and specialist qualifications;
- undertake work outside their immediate peer group (with older students, adults and suitable outside agencies);
- take leadership roles with younger students or their peers;
- undertake independent study which goes further than the immediate syllabus requirements;
- make choices about their work, plan and undertake extension activities;
- engage fully in higher order thinking (Bloom's taxonomy) and problem solving activities;
- experience differentiated curriculum provision in all subject areas;
- have their attainment celebrated;
- be offered additional enrichment opportunities with like minded individuals in areas like music, design technology, sport, literacy, history and art;
- be encouraged to attend county extension activities (Kilve Court courses / Aim Higher tasks);
- be encouraged to make the most of electronic learning opportunities and links with further education providers;
- experience higher education taster days (Oxford visit and other Universities open day sessions);
- experience cultural, activity based and socially challenging activities during CAS week in the summer term of each year.

PARENTAL / CARER INVOLVEMENT

- Parents are seen as co educators with a key role in supporting the learning and development of pupils.
- Parents will be informed during the school year of activities involving their children and of the gifted and talented register.
- They will be encouraged to make representation on behalf of their son/daughter.
- Parents are seen as a resource and from time to time will be canvassed to offer support/expertise for planned activities.

ORGANISATION AND RESPONSIBILITIES

- The whole staff will receive inset on ways to engage the gifted and talented in their respective areas.
- Each individual member of staff will ensure that lessons address the need to enrich and extend provision for G and T students.
- TAs, mentors, members of the community and outside experts (Aim Higher) will be deployed to ensure that the needs of the identified students are addressed.

- Team leaders will be given the opportunity to review and add to the list of identified students, to lead G and T activities and to undertake training which enables them to create opportunities for G and T students.
- The Heads of School (SF/LF) will develop a structured programme of provision for G and T students in years 7 – 9 and years 10 and 11.
- Oversight of the G and T strategy is through the named G and T coordinator is RW.
- There will be a direct reference to progress with G and T in feedback to Governors, to parents, a statement in the school prospectus and a file on the school website detailing activities.
- Subject team leaders will oversee fast tracking, setting and any early entry policies.

TRANSFER AND TRANSITION

- At transition pre Y7 and post Y11 G and T students will be identified and tracked to ensure that appropriate provision is planned.
- In Y7 where gifts and talents are identified the school transition manager (Y7) will monitor activities undertaken and the progress of the pupils.
- The transition manager will ensure that records of activities and progress made are passed on to LF and SF.

EVALUATION AND MONITORING

- This policy is reviewed on an annual basis in the summer term by the G and T coordinator.
- Student voice is recognised as being a key determinant of the nature of the extension activities undertaken by G and T groups.
- It is also a key factor in shaping the range of tasks undertaken by G and T students in the classroom.
- Subject staff and team leaders are encouraged to evaluate G and T learning exercises and feedback findings to RW through discussions and when necessary in writing.
- RW will report on all G and T activities to Governors and the Headteacher.

Reviewed and updated September 2009