

# GIFTED & TALENTED POLICY

## **Key Definitions**

There are many definitions of what Gifted and Talented (G&T) is. For the purpose of the De Lacy Academy Policy, the definition has been extracted from the National Strategies.

- Gifted - students are those who have the ability to excel academically in one or more subjects other than art and design, music and PE (Enrichment).
- Talented – students are those who have the ability to excel in subjects such as art and design, music and PE (Enrichment).

## **Aims**

The aims of this G&T Policy are:

- to ensure that all students achieve the highest level of attainment of which they are capable
- to deliver a curriculum which will stretch students of marked ability
- to instil a lifelong commitment to learning
- to offer opportunities to develop specific skills or talents
- to support and encourage those identified as having one or many gifts and talents.

## **Identification**

An effective G&T programme is based upon a successful triangulation of 3 main phases;

- Identification
- Provision
- Monitoring, Evaluation and Review.

In order to establish a fair identification process the G&T cohort will be drawn from the student body using a wide range of quantitative and qualitative measures:

- Information from primary schools
- SAT's examination results from Key Stage (KS)2
- CAT scores
- Testing – achievement, potential and curricular ability
- Assessment of work in line with the National Curriculum
- Subject teacher nomination
- Average KS3 scores

The G&T Register will be reviewed regularly and students will be added and removed as appropriate. As with identification, any amendments made will be the result of discussion between the G&T Co-ordinator, school staff and the student.

## **Responsibilities for Identification**

### **G&T Co-ordinator**

- To use transitional data from KS2 & KS3 and information from qualitative and quantitative measures to establish a baseline for the G&T cohort
- Identify any other potential members of the cohort through meetings with faculty leaders.

## **Faculty Leaders**

- To identify G&T students in their subject areas, compile a faculty register and pass it to the G&T Co-ordinator. The register should highlight the subject or discipline in which the student has been nominated.

## **Subject Teachers**

- To highlight any potential G&T students within your lessons and/or extracurricular activities to Faculty Leaders and/or the G&T Co-ordinator for inclusion on the faculty register.

## **Provision**

‘Every pupil – including the gifted and talented have the right to personalised support to reach the limits of their capabilities.’ 2005 White Paper

For De Lacy Academy this means we must:

- Stretch and challenge students in every classroom
- Set the G&T cohort ambitious targets at identified stages in their education that are both quantitative (e.g. grades) and qualitative (e.g. leadership, participation)
- Provide opportunities to further particular abilities both in and out of the classroom.

## **SLT**

- The attainment of the G&T cohort is tracked and this data is available to all staff
- The Academy’s Quality Assurance procedure will ensure departments and staff provide suitable provision for the G&T cohort
- Ensure that staff receive CPD to enable them to have the knowledge of how to meet the specific requirements of G&T through INSET.

## **Faculty Leaders**

- A subject specific G&T register is created
- There is department provision for G&T students both in the curriculum and any extended learning opportunities (such as after school clubs and homework)
- To monitor the progress of G&T students against 3 and in some instances 4 levels of progress.

## **Subject Teachers**

- To be aware of students who are a member of the G&T cohort
- That lessons evidence pace and challenge as well as extension activities which encourage problem solving and thinking skills which meets the needs of the G&T cohort
- To take into account a variety of learning styles and intelligences.

## **G and T Coordinator**

- Reviewing and updating the G&T policy with consultation from SLT and faculty leaders
- Attending and delivering INSET
- Assisting in identifying G&T students
- Maintaining and updating the G&T register
- Monitoring and evaluating the progress of the G&T cohort, working with any under-achieving students.

## **Extra Curricular Provision**

Extra-curricular activities will build on and develop opportunities for learning which exist as part of the school-wide curriculum. Students will be encouraged to access or take part in:

- A wide variety of clubs, societies and enrichment activities in which they can develop particular skills and interests
- Competitions and national challenges
- Subject specific workshops and societies in and out of school
- School Council leadership

## **Monitoring, Evaluation and Review**

The monitoring and evaluation of G&T process must take into account 2 main factors:

- The success of G&T students against 3 levels of progress
- The success of G&T provision offered and the drawing up of action plans.

## **Responsibilities of Monitoring, Evaluation and Review**

### **G &T Co-ordinator**

- The analysis and tracking of data of the G&T cohort and the reporting of the results to SLT
- The maintenance and distribution of the G&T register
- Co-ordination and development of activities that relate directly to the G&T policy
- Facilitating the support and guidance of G&T students
- Providing action planning to address needs arising from data or self review against quality standards.

### **Faculty Leaders**

- Record and report upon the progress of the G&T cohort in their subject area against 3 levels of progress every term
- Evaluate the faculty provision and implementation of action planning for G&T students

### **Subject Teachers**

- Ensure the identified G&T cohort are performing in your lessons
- Report any issues of underperformance to your faculty leader or the G&T Co-ordinator.