



Gifted & Talented Policy



Rationale

A policy for the more able pupil will assist us in providing the best possible education for all pupils in our school community by achieving a consistency of approach. We recognise that our gifted and talented pupils have particular needs which we should meet if they are to realise their potential. The needs of the more able pupil include:

- Space to make individual contributions from open-ended situations;
- The opportunity to take risks in an organised way with the facility to fail without threat;
- Contact with like minded people, either peers or adults;
- A fair proportion of teachers' time but deployed differently than for other pupils;
- A good balance of working with urgency and pace, and time to reflect;
- Question and answer sessions that play to the higher-order thinking skills;
- Only as much instruction as is needed, thus allowing the able to interpret what is required for themselves
- Opportunities to develop further work;
- An environment in which alternative methods and alternative answers are encouraged;
- Work set in such a way that creativity and imagination are involved extensively;
- Schemes of work that recognise appropriate starting points and subsequent steps rather than blanket instructions for everybody;
- An appreciation that ability is not always matched by social and emotional development;
- A variety of teaching styles to accommodate the individual needs of different pupils.

Definition

Educational research has recently defined high ability as a broad menu of abilities:

- General intellectual ability
- Linguistic ability
- Logical-Mathematical ability
- Spatial ability
- Musical ability
- Body-kinaesthetic ability
- Intrapersonal skills
- Interpersonal skills

Pupils at King James's School who are gifted and talented will demonstrate achievement or potential to achieve at the highest levels in comparison with children of a similar age or stage in their education in the following areas:

- General intellectual aptitude
- Specific academic aptitude
- Leadership ability
- Creative or productive thinking

At King James's School Gifted pupils are those students who demonstrate high achievement in academic subjects. Talented refers to a specific aptitude for a specific subject (eg. Art, Drama, PE, D&T, Music)

Identification

In drawing up an official register of gifted and talented pupils the following is considered:

- Identification should be inclusive rather than exclusive, but we must be wary of registering a pupil without clear evidence of ability
- Addition to the register should be encouraged, but deregistration should be avoided
- The target group should be wide and varied
- Ability is longitudinal – people develop at different rates
- We need to keep an open mind as to who are the gifted and talented

Process

For each year group the gifted and talented coordinators will gather the following information:

- KS2 SATS scores
- Primary School recommendations
- Teacher nominations (by department and with reference to subject specific criteria, internal exams, response to in class provision, performance in national competitions)
- Parent nominations (parents should be provided with the opportunity to inform the school of the gifts and talents of their child)
- Out of school activities

The register is made up of the 5% of students based on KS2 data and 5% teacher/department nominations.

The information is collated and pupils are identified on the school's computer registration system (CMIS / eportal). Additional information is available for all staff to peruse under the gifted and talented button on the school intranet (kjs.net). The gifted and talented register is always open to discussion and further recommendations. The school gifted and talented coordinators will check for bias with regard to gender, ethnicity and home background and the inclusion of underachieving pupils (evidence based).

Strategies for provision

Organisational Responses

We believe that the ways in which pupils are grouped for teaching purposes are very important. They influence pupil's attitudes, confidence, motivation and achievement. All arrangements about groupings are considered carefully and reviewed each year. Our main aims are to keep expectations high for all pupils, and to avoid labelling them negatively, while at the same time ensuring that all pupils are challenged and achieve their full potential.

In some subjects students are placed in sets based upon ability whilst in other subjects the students are taught in mixed ability groups. Arrangements are sophisticated, flexible and sensitive to the needs of the individuals. When pupils are set it is done on the evidence of performance in that particular subject. They may be in different sets for different subjects.

In considering the possible employment of acceleration and fast tracking, the needs of and the effect upon the individual pupil will be paramount.

In Class Provision

Throughout the school a wide range of teaching methods and strategies are used to ensure all pupils achieve well in relation to their capability. We are committed to matching what is taught and how it is taught to the pupils' abilities and aptitudes. Departments are encouraged to employ the following strategies where appropriate:

- Differentiation by outcome, task, dialogue, support, pace, content and independence
- Differentiated homework

- Skills based activities with an emphasis on higher order thinking skills eg. Problem solving, decision making, predicting, evaluation
- Learning tasks which are creative and have an open ceiling of achievement
- Providing opportunities to take risks in an organised and secure way and to sometimes fail
- Varied and flexible groupings, sometimes more able pupils working together and sometimes taking key roles in the mixed ability groups
- Use of expertise and interest of able pupil to help deliver the curriculum (reciprocal teaching)
- Independent learning opportunities
- Enrichment and/or extension activities
- Visits to school by experts eg. Poets, writers, artists, musicians

Out of Class

We aim to provide:

- As wide an extra-curricular programme as can be resourced
- Clubs at lunchtime and after school
- Access to special competitions
- Cluster activities with our partnership schools
- Access to LEA activities where appropriate and available
- Access to YG&T master classes and summer schools
- Access to excellence hub events and activities
- Joint activities with the local community
- Appropriate pastoral care and mentoring as required
- The use of outside agencies for training and provision

Although talented students will not require in class differentiation in all subject areas, teachers will be made aware of what talents students have through the register and on CMIS / eportal as commitments through their talents could affect their work in class.

Young Gifted & Talented

All students on the school gifted and talented register will be registered with the Young Gifted and Talented Programme.

Monitoring and Evaluation

Policies and procedures will be monitored and evaluated on a regular basis, to inform future planning and action that will lead to even more effective provision. All pupils gaining one red or five ambers in their learning cycle review or who gain satisfactory or poor attitude to learning or who raise concern will have an intervention review with a coordinator to discuss their progress, self esteem and motivation. In addition this review will be used as an opportunity to set targets that facilitate further progression.

Parents

The school is committed to the principle of partnership with parents. We will provide parents with regular information about their child's progress and regular opportunities to discuss it. In each year, parents are supplied with reports at the end of each of the five learning cycles.

The gifted and talented coordinators will be the first point of contact for parents who have concerns regarding their child's. Thereafter, heads of department, and/or heads of year may also be involved.

Governor

A named school governor will be allocated to Gifted and Talented provision at King James's School.

Liaison with primary feeder schools

Staff are in regular contact with primary schools. Such contact ensures efficient and effective transfer of detailed information regarding pupil achievement and potential.

Staff Development

The school gifted and talented coordinators will work with the member of the school leadership team with responsibility for CPD to identify and provide suitable training for staff.

Roles and responsibilities

Every classroom teacher plays a central role in effective provision for gifted and talented pupils. They are supported in this by:

- Heads of Department
- Heads of Year
- School coordinators for gifted and talented
- School Leadership Team
- Governors
- LEA
- YG&T