



POLICY STATEMENT FOR GIFTED AND TALENTED EDUCATION

'If you are willing to deal effectively with the needs of able pupils, you will raise the achievement of all pupils.'

Mike Tomlinson, HM Chief Inspector of Schools

General Rationale/Introduction

It is the aim of North Axholme School to provide a curriculum that is appropriate to the needs and abilities of all our students. Teaching and learning is planned in such a way that each child is able to reach for the highest level of personal achievement. This policy helps to ensure that the needs of those children in this school who have been identified as gifted and talented are recognised and supported.

The term 'gifted' refers to a student who has a broad range of achievement at a very high level. Those students who are gifted often have very well developed learning skills. The term 'talented' refers to a student who excels in one or more specific fields, such as sport or music. It is expected that between 5 and 10% of a cohort would be classed in the category of either gifted or talented.

At North Axholme we respect the right of all students, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

Aims

At North Axholme we will endeavour to meet the needs of the more able, gifted or talented students in order that they may realise their true potential.

As a school we will provide:

- Opportunities for the most able to fulfil their potential by being offered a sufficiently challenging curriculum; by being encouraged to think and learn independently and creatively.
- An environment in which students' achievements are valued and celebrated.
- Links with external agencies and people to extend the opportunities for gifted/talented students in specified areas.
- Support for these students to ensure they can cope socially and emotionally with any problems and help to promote their self-esteem and self-confidence.
- Liaison with parents of these students to encourage consistency in home-school approaches and attitudes.

Definition of “More Able” and “Gifted”

The definition of giftedness most commonly used, was developed by Dr. Eric Ogilvie and states that to be regarded as more able is to be outstanding in general or specific in a relatively broad or narrow field. A more able or gifted child will show an outstanding talent or ability in any of the following areas, either singly or in a combination

- Physical ability
- Specific ability in expressive arts including music
- General intellectual ability
- Subject specific ability
- Technical ability
- Leadership
- Social skills
- Creative ability

Identification of the Cohort

The cohort at North Axholme will consist of 5 to 10% of each year group, of which two thirds will be gifted and one third will be talented. Consideration will be given to students who achieve, or have the potential to achieve, a significantly higher level of attainment than their peers. For the Gifted strand, at KS3 students will need to be aiming for level 6 and above in the core subjects, and at KS4 A/A* plus.

For the talented strand, students will need to display a distinct talent in a creative area of the curriculum, including art, music, drama and P.E.

Identification will be based on the following evidence:-

- Teacher assessment
- Attainment grades
- Information passed on from Primary schools (KS2 SAT's results and teacher recommendations)
- Teacher recommendation
- Subject specific checklists

Students identified by a combination of the evidence should be considered for inclusion in the cohort.

Provision

The majority of the activities carried out by more able students will be organised by the subject teacher. The more able student will need access to the broad and balanced curriculum available to all students, but is likely to also require extension and enrichment activities. **Extension** activities and teaching allow students to experience the curriculum at a fast pace, often because less time is spent on practice and consolidation tasks. **Enrichment** activities offer broader learning opportunities not offered to most other students.

Provision will also be made for the pastoral care of the cohort, ensuring they are emotionally equipped to deal with their successes and failures. This will take the form of regular review meetings and counselling sessions.

Our aim is to provide good quality learning experiences for our gifted and talented students by adopting the following:

Whole School

- Create a positive climate in which it is good to succeed and success is celebrated
- Provide opportunities for problem solving, hypothesising and developing thinking skills.
- Encouragement of independent learning, providing opportunities for students to organise their own work, access resources, make choices, analyse and evaluate their achievements.
- Identifying the needs of able students in the planning process, including the provision of appropriate resources where the funding allows.

In the classroom

- The subject teacher will be aware of the current status of each student so that time is not wasted establishing a baseline.
- Encourage high achievement through a classroom ethos of high expectation for all.
- Provide high quality tasks for enrichment – with extension materials always available which relate to the subject being studied.
- Lesson plans identifying planning extension tasks.
- Appropriate differentiation.
- Individual target setting.
- Appropriate use of homework.

Extra-curricular activities:

- Encourage participation in a variety of activities to ensure social development.

Responsibilities

Role of the Co-ordinator

The co-ordinator will:

- Set up a system for identifying high levels of ability and establish a register of the identified cohort, communicating this to Lead Learners and Heads of Departments
- To consider the list of identified students on an annual basis.
- Consult with staff at all levels and ensure that relevant information is communicated to them.
- Encourage staff to participate in INSET and CPD courses.
- Provide support for teachers
- Attend appropriate courses.
- Liaise with external agencies.

- Communicate all relevant information to Governors through the identified Gifted and Talented link governor.
- Identify and support in the development of resources required to implement the Policy.
- To advise staff on G & T issues.
- To monitor the progress made by gifted/talented students, and to report findings to the Head teacher.

Heads of Department

Heads of Department will:

- Use criteria for the identification of students to be included in the departmental register.
- Identify the students who meet the criteria.
- Pass on the names of the identified students to the Co-ordinator for Gifted and Talented students.
- Provide schemes of work that contain high quality enrichment/extension activities for identified students.
- Ensure that teachers maintain registers that recognise who has been identified and their progress.
- To ensure that the enrichment/extension material is being used effectively by subject teachers according to the schemes of work.

Lead Learners

The Lead Learners will:

- Work with the G & T Co-ordinator in monitoring the overall progress of identified students in their year groups.
- Work with the G & T Co-ordinator in the provision of mentoring where appropriate.
- Encourage students to enter local and national events, including residential courses and competitions.
- Work with the G & T Co-ordinator in the provision of pastoral care (where required) on an individual basis.
- Work with the G & T Co-ordinator in liaison with external agencies and the parents/carers.

Monitoring and Evaluation

All teachers within their own subject area will monitor the provision for the students and the outcomes achieved. The co-ordinator will discuss individual students with the subject teacher at regular intervals. Parents/carers may be informed of individual targets set by and for their children. Every student in the gifted and talented cohort will be tracked and monitored with extension and enrichment activities recoded by the subject teacher/head of department.

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