

Le Rocquier School Gifted & Talented Policy



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Rationale

At Le Rocquier School, we want to foster the academic, physical, spiritual, moral, social and cultural development of all our students. In order to achieve this aim, we need to consider the needs of those students who may be regarded as having Higher Learning Potential (HLP). The overall aim should be to provide for Gifted and Talented students as an integral part of ongoing teaching and learning. However, the school also looks to provide distinct opportunities both within the curriculum and as part of Out of Hours Learning (OOHL) which meets the distinct needs of these students.

The following aims apply to this particular policy for Gifted and Talented Students. However, many of them are equally relevant to the needs of ALL students.

Aims

- To create a culture which enables HLP students to develop their full potential.
- To foster the academic, physical, spiritual, moral, social and cultural development of HLP students.
- To meet the diverse and distinct needs of HLP students.
- To ensure our most able students develop a lifelong love of learning.
- To develop the self confidence, self esteem and independence of our learners.
- To promote strong and supportive links between home and school.
- To raise expectations of all staff in challenging Gifted and Talented Students to achieve.
- To enable staff to identify, challenge and support HLP Students.
- To focus on the underachieving students who have HLP to allow them to achieve and succeed.

Objectives

- To maximise the attainment of our most able students and to ensure all HLP students achieve their full potential.
- To establish criteria for identifying, supporting and differentiating for HLP students which are understood and applied by all staff.
- To provide curriculum pathways which maximise the attainment of HLP students.
- To provide enrichment, acceleration and extension opportunities which support a student's intellectual, cultural and social development.
- To ensure all staff are clear about their particular responsibilities towards meeting the needs of these students.
- To provide a system and structure which efficiently co-ordinates and meets the needs of HLP students.

Definition of Gifted and Talented

There are many definitions of Gifted and Talented. This policy builds on the work of Excellence in Cities (EiC), which identifies:

- 'Gifted' students as those who have abilities in one or more subjects in the statutory school curriculum other than art and design, music and PE.
- 'Talented' students as those who have abilities in art and design, music, PE, or in sports or performing arts such as dance and drama.
- Students with Higher Learning Potential possess some or many of these qualities but have yet to progress and achieve their full potential.

Therefore the student who is an all-rounder will be Gifted and Talented. This guidance uses the phrase 'Gifted and Talented' to describe all students with gifts and talents as well as students with Higher Learning Potential.

EiC targets Gifted and Talented work at the top 5 to 10 per cent of students in any school, regardless of the ability profile of students at the school. Many schools and local education authorities outside EiC have adopted similar criteria, while others use benchmarks, such as KS2 data and CATs.

Le Rocquier School will:

- (i) target its Gifted and Talented Policy towards the top 5-10%.
- (ii) use benchmark data (such as Level 5 at KS2 and CAT scores above 128 – both average and individual) to ensure the most able students are identified.
- (iii) use subject-specific criteria to ensure all students with particular gifts and talents are identified.

Identification and Characteristics of Gifted and Talented Students

Gifted and Talented students are a diverse group and their range of attainment will be varied. However, they will be more likely than most students to:

- think quickly and accurately;
- work systematically;
- generate creative working solutions;
- work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations;
- communicate their thoughts and ideas well;
- be determined, diligent and interested in uncovering patterns;
- achieve, or show potential, in a wide range of contexts;
- be particularly creative;
- show great sensitivity or empathy;
- demonstrate particular physical dexterity or skill;
- make sound and well-supported judgments;
- be outstanding leaders or team members;
- be fascinated by, or passionate about, a particular subject or aspect of the curriculum;
- demonstrate high levels of attainment across a range of subjects or within a particular subject or aspects of work.
- Get frustrated quickly with work
- Appear bored or lazy
- Question rules or authority

Some HLP students do well in statutory national curriculum tests (including the extension tests). However, as the list above suggests, having HLP covers much more than the ability to succeed in tests and examinations; for example, students may demonstrate leadership qualities or a capacity for creative thought.

It is important to recognise that not all HLP students are obvious achievers. Many actually underachieve - their potential is masked by factors such as frustration, low self-esteem, lack of challenge, failure to be identified and low teacher/parent expectations. To enable these students to fulfil their potential, it is vital to give everyone in the school the opportunity to excel.

Le Rocquier School will use a range of criteria, including

- (i) attainment data and tests;
- (ii) assessment of learning;
- (iii) observations/student tracking;
- (iv) assessment against subject-specific criteria;
- (v) information from primary/previous schools;
- (vi) recommendations from staff, including tutors;
- (vii) recommendations from home;

to identify our top 5-10% and those who show exceptional gifts and talents.

Additional guidance for subject-specific identification criteria can be found in Appendix 1.

ROLES AND RESPONSIBILITIES

It is the responsibility of all staff to plan and provide for Gifted and Talented students in the same way they plan to meet the needs of all other students. However, specific responsibilities are as follows:

- (i) Gifted & Talented Co-ordinator (summarised from the guidance on Gifted & Talented Students through NC/QCA/DFES)
 - To take a leading role in implementing the whole-school policy, supported by the Headteacher and senior and middle management.
 - To consider, with subject leaders, entering students for World Class Tests.
 - To become familiar with the range of strategies for identifying different types of ability and to support colleagues in applying them to subject areas (not forgetting social and leadership abilities).
 - To increase colleagues' awareness of the needs of Gifted and Talented students.
 - To liaise with the school's continuing professional development (CPD) coordinator to ensure that staff have appropriate training and development opportunities in the identification of, and provision for, Gifted and Talented students.
 - To ensure (in liaison with the CPD coordinator and induction tutor) that newly qualified teachers are supported in their work with Gifted and Talented students. This should be done through in-school support, visits to other schools to observe good practice, and LEA training courses on meeting the needs of Gifted and Talented students.
 - To take part in, organise and lead relevant continuing professional development.
 - To work with Curriculum Leaders to ensure that appropriate curriculum support systems are in place.
 - To liaise with others involved in supporting students' learning, for example Year Co-ordinator, Teaching Assistants and support staff.
 - To consult with staff at all levels and ensure the efficient exchange of information, both within the school and with other schools, including feeder and receiving schools.
 - To monitor the progress and welfare of Gifted and Talented students, and to work closely with Form Tutors or subject teachers to support students' social and emotional needs.
 - To foster good home-school relationships and liaison.
 - To keep up to date with developments and thinking in the teaching of Gifted and Talented students.

- To encourage colleagues to make the most of training opportunities and to take part in working or task groups.
- To support the development of resources that enhance learning and encourage independence.
- To give teachers and support staff resources that builds their understanding of Gifted and Talented issues.
- To encourage the use of resources from the school's wider community, and to collaborate with neighbouring institutions and the LEA or EiC partnership to make the full range of desirable learning opportunities available to all Gifted and Talented students.
- To develop whole school opportunities for extension, enrichment and acceleration activities both within the curriculum and for Our of Hours Learning.
- To report regularly to the Headteacher, School Leadership Team and Governing Body.
- To keep in touch with other coordinators through national networks and with key national organisations, for example National Association for Able Children in Education, National Association for Gifted Children and Children of High Intelligence.

(ii) Curriculum Leaders

- Implement whole school policy and develop department policy for Gifted & Talented students.
- Ensure development of effective learning and teaching to meet the needs of Gifted & Talented students.
- Identify students with particular subject-specific gifts/talents and ensure this information is shared amongst staff.
- Lead and manage the development of differentiated responses to the curriculum.
- Provide opportunities for extension, enrichment and acceleration for Gifted & Talented students, including decisions about fast-tracking and entry to specific tests/exams.
- Monitor the progress and achievements of Gifted & Talented students within the department.
- Identify, plan and support delivery of professional development.

(iii) Year Co-ordinators

- Identify and share information on HLP students.
- Implement whole school policy and ensure Gifted & Talented students within the Year Group are supported and encouraged across the curriculum.
- Establish and develop effective links with feeder and receiving schools, and to ensure the easy transfer of relevant information
 - (i) Year 7 Co-ordinator to establish and develop links with primary schools
 - (ii) Year 9 and 11 Co-ordinators and Careers' Co-ordinator to transfer information and develop links with Post-16 Schools
- Lead and manage the Year Team to support effectively Gifted & Talented students.
- Monitor the progress and achievements of Gifted & Talented students across the Year Group.

(iv) Subject Teachers

- Support the identification of students with particular gifts/talents within the subject.
- Deliver the whole school and departmental policies on Gifted & Talented students.

- Ensure identified HLP students are given sufficient opportunities to meet their particular learning needs.
- Provide significant learning challenges and hold the highest expectations of Gifted & Talented students.
- Provide differentiated opportunities appropriate to learning needs of Gifted & Talented students within the classroom and for homework.
- Contribute to providing extension, acceleration and enrichment for Gifted & Talented students.

(v) Form Tutors

- Use information on Gifted & Talented students to support students in the tutor group.
- Support Year Co-ordinators in monitoring the progress and achievements of Gifted & Talented students.
- Support Year Co-ordinators in developing links with home to identify potential Gifted & Talented students.
- Provide information to parents/carers and students on progress as detailed in the school's Assessment, Recording and Reporting Policy.

Provision

The School will seek to provide opportunities that ensure all HLP students achieve their full potential, responding to the diverse needs of particular gifts and talents and enabling students to experience extension and enrichment learning activities, as well as allowing creating accelerated pathways through the curriculum as appropriate. The responsibilities outlined above indicate the roles that particular staff will have in ensuring that the opportunities and activities are provided.

Departments

Each department must have a departmental policy that identifies how it will respond to meeting the needs of Gifted & Talented students within the particular subject area. In addition, departments should establish criteria that enable staff to identify students with subject-specific gifts or talents.

In general, departments will ensure that needs are met in the following way:

(i) Curriculum

The curriculum should be organised in a way that enables students to be accelerated as appropriate to needs. This could mean:

- students in any year group undertaking work from the year/s above
- students in Year 8 undertaking end of Key Stage assessments
- students in Year 9 or 10 taking GCSE exams
- students in Year 11 studying AS level

The increase in modular assessment should enable more departments to make such choices at Key Stage 4. Accelerated pathways could be provided either during curriculum time or through Out of Hours Learning.

(ii) Schemes of Work

Departmental schemes of work should clearly identify a combination of both extension and enrichment opportunities and how these should be used within the classroom to meet the needs of students. These are defined as follows:

- extension (where students study similar material to a greater depth)

- enrichment (where students study different material developing greater breadth)

This will mean departments providing activities and opportunities, as well as additional resources.

(iii) Teaching and Learning

The most important way that the School can meet the needs of all its students is through

- teaching of the highest quality that enables all to achieve their potential
- learning that is challenging, differentiated and enjoyable

Highly effective teaching and learning will have the greatest impact on making a difference to all students, including those with particular gifts and talents. Exciting and challenging lessons delivered by enthusiastic professionals will ensure all students are interested and motivated to achieve their very best. Therefore, departments should ensure development plans and work focus most on improvements to the quality of teaching and learning.

Approaches to teaching and learning should include the following strategies:

- organisation – Gifted & Talented students working together on higher level tasks including problem-solving activities.
- super learners – Gifted & Talented students modelling learning and given opportunities to teach elements to other students.
- presentations – producing material (oral, written and practical) for audiences both within and outside the school.
- independent learning – individual research which should be specified and supported by the teacher.
- collaborative learning – working with students in other classes or in other schools (through the use of video-conferencing).
- specialist teaching – developing expertise within departments to increase flexibility (possible with modular courses).

Whole School

The school will also co-ordinate the support and provision for Gifted & Talented students, as well as offering additional opportunities both within the curriculum and in Out of Hours Learning to ensure the needs of students are met. These will build on the work of departments and offer significant learning challenges that are both subject-specific and cross-curricular in focus:

- A Gifted & Talented Co-ordinator will hold overall responsibility for co-ordinating this provision.
- Each Gifted & Talented student should have an Individual Education Plan that outlines particular gifts and talents, needs, interests and courses followed, as well as specific targets to meet the needs of these students.
- Out of Hours Learning – including Breakfast Clubs (with students from different Year Groups working together), Study Support (provided through the library) and particular clubs catering for specialist needs (such as Chess Club).
- Masterclasses which are subject-specific.

MONITORING AND EVALUATION

The effectiveness of the policy will be monitored and evaluated by:

- (i) School Leadership Team who will monitor and evaluate:
 - the quality of teaching and learning
 - the work of the Gifted & Talented Co-ordinator

- (ii) Gifted & Talented Co-ordinator who will monitor and evaluate:
 - the attainment of Gifted & Talented students across the School
 - departments in meeting the needs of students
 - whole school provision
 - the response of students, parents and staff

- (iii) Curriculum Leaders who will monitor and evaluate:
 - the attainment of students in the department
 - teaching and learning in the department
 - additional provision/opportunities

- (iv) Year Co-ordinators who will monitor and evaluate:
 - the attainment of students in the Year Group
 - the quality of support for students