

COLCHESTER HIGH SCHOOL



Policy for Gifted and Talented Pupils

INTRODUCTION

At Colchester High School we believe that all children are entitled to an education that will enable them to develop their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social. All pupils have individual needs, which puts personalised learning at the heart of our teaching and learning. Pupils who are exceptionally academically able and those who possess exceptional ability and potential in specific areas of the curriculum have needs which this policy sets out to address. Colchester High School is committed to providing a sufficiently challenging curriculum for all its students. In addition, we will provide opportunities to identify and in turn nurture those who are more able. **The Gifted and Talented Policy applies to all pupils including children in the Early Years.**

All pupils have an entitlement to the following:

- Staff commitment and training to develop pupils' full potential at all times.
- Lessons that stimulate, engage, challenge, inform, excite and encourage through partnership and dialogue with teachers and other pupils, including active participation in the lesson.
- An entitlement beyond subject teaching which should include extra-curricular activity, opportunities to participate in nationally recognised subject specific qualifications where available as well as personal, social and health education.

The Gifted and Talented process is managed by the Gifted and Talented Coordinator. This is the Director of Studies for the Whole School.

DEFINITIONS

There is no single measurement with which to identify pupils who may have exceptional ability or talents, due to the individuality of pupils. Different factors are used to help identify pupils so that the school community can foster their education to the full.

For the purposes of the provision at Colchester High School the terminology used in this policy is as follows:

- 'Gifted' is defined to mean a broad range of achievement at an extremely high level, often accompanied by very well developed learning skills. Generally gifted pupils have high natural ability in one or more subjects; some pupils will show exceptional giftedness and would show levels of attainment significantly above national age-related expectations.
- Pupils can also be considered 'Mentally Gifted' if they achieve a standardised score of 130+ in our baseline assessments. This would typically put them in the top 2.5% nationally.
- 'Talented' pupils are defined as those with exceptional ability, with the greatest potential for exceptional achievements in one or more of the fields of Art, Drama, Music or Sport. Talented pupils will not necessarily show these talents across all areas of their learning, but in specific fields.

IDENTIFICATION

A combination of the following strategies are used to help identify pupils who are gifted and/or talented:

- internal and external assessment data.
- specific criteria developed by subjects or their professional associations.
- teacher observation and assessment using appropriately challenging tasks.

- background knowledge from parents and past teachers and any outside professional agencies.
- evidence shown in activities such as sports, speaking and listening activities, music, drama and independent creative art work.

The register of pupils who have been identified as gifted and /or talented is reviewed each year. The register will be used to enable all staff to be aware of individual pupils who have been identified as exceptionally able academically and to enable teachers to cater for individual pupils appropriately. Subject leaders should be aware of talented pupils who are on the register so that appropriate extra-curricular activities, opportunities and learning activities can be recommended and provided for those pupils.

This register is monitored by the Gifted and Talented Coordinator to ensure that pupils joining the school are, if appropriate, included in the register for the year in which they join the school.

A register of pupils who possess exceptional talents in fields such as the creative arts, dramatic arts and sports is drawn up, based upon referrals made by subject leaders in Music, Art, PE and Drama, to ensure that all staff can cater for these pupils and that staff responsible for specific subject areas can select appropriate extra-curricular activities and opportunities for individual pupils. Pupils are referred to Subject Leaders in Music, PE, Drama and Art in the first instance, who will pass details of the pupils to the G & T Coordinator. Information supplied to the school about a pupil's activities outside school should be used, if possible, when referring pupils, for example attainment in nationally accredited exams, drama performances or sporting achievements.

We aim to ensure that the gifted and talented population is fully representative of the school's population, where possible. We aim to recognise those pupils who may have the potential but currently underachieve and to provide the academic and pastoral support to enable barriers to learning to be overcome.

Inclusion on the register may vary from year to year dependent upon the abilities and aptitudes of pupils in the school each year. Subject specific criteria is used to identify gifted and talented pupils in a particular area. Examples of activities for all subjects are provided to all teaching staff by Subject Leaders.

Whole school pupil tracking and monitoring includes the identification of more able pupils in Key stage 1, to ensure that the teaching and learning provided for these pupils meets the criteria as set out in this policy. Pupils are not formally added to the register for Gifted and Talented Pupils until Year 3 at the earliest.

Principles of Teaching and Learning

The following strategies are applied as appropriate, depending on the individual learning needs of the pupil:

- grouping by ability, within the classroom, or via setting for Maths and English; this may include working with older pupils if appropriate;
- working with pupils of the same chronological age so they are part of a normal peer group and can develop social skills appropriate to their age;
- working in mixed ability groups for some subjects where this is deemed appropriate;
- acceleration, enabling the pupil to move through the curriculum at a faster rate;
- help to establish relationships with peers, if appropriate;
- personalised targets;
- pupils' achievements are celebrated and rewarded throughout the school year.

In-class strategies

Teachers:

- demonstrate high expectations and use differentiation which will provide stimulus and challenge for these pupils as part of their educational experience;
- use Assessment for Learning (AFL) to promote pupil progress, reflection and collaboration;
- use good questioning skills, developed from Bloom's taxonomy, to ensure higher level thinking is facilitated;
- incorporate independent research opportunities as part of the curriculum;
- encourage pupils to develop thinking skills;
- take account of a range of learning styles.

Out of Class Strategies:

The curriculum offers opportunities and guidance to pupils which enable them to work beyond their age and/or phase, and across subjects or topics, according to their aptitudes and interests. There is a programme of extra-curricular activities in school which enables pupils to extend and enrich their learning outside the classroom. Pupils are encouraged to enter in-school, regional and national competitions in different subject areas. The school participates in regional and national competitive sporting events which enable pupils with sporting talents to maximise their potential. Music provision includes many opportunities for pupils who are musically talented to perform, and peripatetic teachers provide a range of opportunities for pupils to learn instruments and take external music exams.

The extra-curricular programme includes a range of out of class activities and opportunities. Examples of the activities which have been available recently are:

- Chess club
- Duke of Edinburgh Awards
- English Speaking Board Club
- Eleven Plus club
- Regional and National Quizzes
- Publication of pupils' writing
- Music concerts
- Sporting competitions at a regional and national level
- Subject competitions in school, including House competitions.

Monitoring and Evaluation

Once identified, pupils are entered on the register of Gifted and Talented Pupils. All teachers can access the register. The pupil tracking in place includes monitoring of all pupils in the school, with this including analysis of the assessment data for pupils identified as gifted and more able.

Subject leaders carry out self-evaluations of the provision for gifted and talented pupils in that subject which are used to develop overall provision in the school. Subject leaders must support staff in delivering teaching and learning which will help maximise the potential of pupils on the G&T register who have specific aptitude in that subject. Subject leaders and teachers are required to provide information and assessment data to the SLT when required, as part of the whole school tracking pupil progress process. All teaching staff have a responsibility in their professional role to ensure that the teaching and learning of their pupils is appropriate to their individual pupil's needs.

Partnerships Beyond the School

At Colchester High School we aim to work with parents to help children achieve their potential and to be ambitious. Parents' consultation evenings take place at various stages throughout the year and additional appointments can be made at any time during the year.