

Longdean School



Gifted and Talented Policy

Reviewed: March 2008
Ratified: March 2008
Next review: March 2011

Gifted and Talented Policy

Policy Statement:

At Longdean School, we believe that all students are entitled to an education that will enable them to develop their full potential, be that intellectual, physical, creative, emotional, spiritual or social.

All students have individual needs, which put personalised learning at the heart of our teaching and learning.

Longdean School is committed to providing a challenging curriculum for all of its students. In addition we will provide opportunities to identify and in turn nurture those who are more able and their abilities.

The Longdean Gifted & Talented policy is therefore fully integral to our School Vision Statement as follows:

'I am proud of who I am and what I have achieved today'

The aims of this policy are to:

1. successfully identify the gifted & talented cohort
2. ensure that Longdean offers a wide range of opportunities and a high level of challenge to all
3. help gifted and talented students to develop their skills and achievement to the highest possible levels
4. support and enhance the teaching and learning that takes place in the classrooms
5. create and promote an ethos that values high achievement across the school

Definition

Gifted and talented children are those who have one or more abilities developed (or have the potential to develop these abilities) to a level significantly ahead of their year group. Longdean has adopted the DfEs definition of "gifted" and "talented", as follows:

"Gifted" refers to those 5-10% students who excel at/are capable of excelling in academic subjects such as history, mathematics, languages.

"Talented" refers to those 5-10% students who excel in areas requiring visio-spatial skills or practical abilities, such as in games and PE, drama, or art.

Identification

The quality of the school curriculum and programmes should enable the outstanding abilities of students to emerge and be recognized. However no one method of identification can be entirely accurate since specific subject criteria will develop. Therefore we endeavour to obtain as much information about individuals as possible. The methods employed are as follows:

Key Stage 3: KS2 data, CATS and teachers' nominations (at least 2 are required)

Key Stage 4: KS3 data, SATS and teachers' nominations (at least 2 are required)

Key Stage 5: KS4 data, GCSE average points score, ALIS and nominations (at least 2 are required)

Provision within the curriculum

Fundamental Practice

- Teachers are aware that children have different Educational Needs
- Teachers are aware that children respond to different learning styles
- Teachers plan differentiated lessons
- Teachers assess pupil's work regularly

Normal Practice

- Enrichment and extension activities are included in lessons
- Teachers have a record of G&T and their target in mark books
- Departmental team discuss G&T & provision
- Register is updated and students' progress monitored regularly

Cutting edge

- Resources are in place and there is additional provision in SoW
- There are links with local & national groups and organizations to support, extend and challenge students within the curriculum
- Teachers have attended subject specific training regarding G&T
- Additional provision is made for students through class support and links with external organisations

Responsibilities

1. Department G&T coordinators
 - To keep up-to-date register of G&T students for their subject
 - To inform relevant staff
 - To liaise with G&T Coordinator
2. Heads of Department & Subject Teachers
 - To identify students
 - To provide Schemes of Work that cater for G&T students' needs
 - To plan differentiated lessons with enrichment & extension activities
3. Deputy Head (Teaching & Learning)
 - To monitor Scheme of Work
 - To work with G&T Coordinator and relevant staff to oversee process and activities
4. Coordinator for G&T
 - To keep up-to-date & disseminate G&T register
 - To monitor provision for G&T students
 - To act as point of contact and information for G&T
5. Head Teacher
 - To provide guidance and support to the G&T Coordinator

Evaluation of progress

As with all our school policies, the transfer to consistent practice across the school is of vital importance and thus we must evaluate our progress. The responsibility for the evaluation will fall to the Head Teacher and the G&T Coordinator who will discuss progress once every half term and ad-hoc as required. Results of evaluation will be discussed annually at senior team meetings and will be shared with the governing body through the Headteachers report.

Policy review

Longdean policy for Gifted & Talented will be reviewed regularly, although the Full Governing Body will review it every three years.