



GIFTED AND TALENTED PUPILS POLICY - SMITHILLS SCHOOL

Introduction

The Gifted and Talented Policy for Smithills School is based on guidance from the DCSF and reflects the intake of students here. We believe that there are gifted and talented children in all our classes and it is our responsibility as educators to enable the potential of each to be fulfilled. We also believe that effective practice for very able learners is invariably good practice for all children.

1. Definition of Gifted and Talented pupils

Gifted and talented children are those who achieve, or have the capacity to achieve, significantly above average for a student in their year group.

In defining what is meant by the term 'gifted and talented', we have adopted the following definitions, as stated in the DCSF guidelines:

- *"gifted pupils are children with academic ability which places them 'significantly above average' for their year or class".* This could be in one particular subject or discipline or across many.
- *"talented pupils are defined as those whose abilities in art, music, dance, drama or sport are 'significantly above average' for their year or class".*

"All-rounders" are children who are both gifted and talented.

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Signed:  **Headteacher** **Date:** 12 May 2011

Approved on behalf of Governing Body:

A Hurst **Date:** 12 May 2011

For Review: April 2012



2. Rationale for Gifted and Talented provision

The DCSF requires all schools to identify approximately 10% of its pupils as being gifted or talented. At Smithills School we expect this to be a minimum figure and cite the following reasons:

- **Improved learning:** A school focus on gifted and talented pupils invariably leads to improved teaching and learning both in and outside the classroom through more challenging and engaging activities.
- **Raised achievement:** Overall standards rise because all pupils benefit from these improvements to teaching and learning.
- **'A rising tide lifts all ships.'** (Joseph Renzulli, 1998).
- **Equality:** Every pupil has an entitlement to have his/her needs met by the school, no matter what his/her ability. *Every Child Matters* provides both the legal and moral framework for this entitlement.
- **Investment in the future:** It is crucial to devise an effective identification policy that caters for both high achievers and potential high achievers.
- **'Today's gifted and talented pupils are tomorrow's social, intellectual, economic and cultural leaders.'** (Deborah Eyre 2005).

3. Aims of the Gifted and Talented Policy

At Smithills School, we have the following aims:

- a) To create a robust strategy that effectively identifies at least 10% of pupils as gifted and talented and which reflects the cultural and ethnic diversity of our community.
- b) To provide all learners with an education matched to their individual learning needs.
- c) To encourage in our school, an ethos that ensures that we focus on effective teaching and learning.
- d) To develop depth and breadth of opportunity which recognises the specific social and emotional needs of gifted and talented pupils.



4. Identification and assessment

Our identification of pupils as gifted or talented is a judgement which applies only to the current context and level of performance of the student. This means that a child may be showing ability in a particular area at a particular time.

Students identified as being the most gifted and talented children in the school are placed on the Gifted and Talented Register.

At Smithills School, we use the following methods of identification and assessments:

- observations of how students learn;
- analysis of students' work;
- teacher assessments;
- statutory assessments, optional test results and other summative assessments;
- students' rates of progress as indicated by pupil tracking information;
- information from other members of staff;
- information from parents;
- information from external agencies e.g. sports' clubs/music service;
- discussions with the child and leaders of clubs

5. Teaching and learning

In this school we recognise that what happens in the classroom, in every lesson, on every day lies at the heart of the provision for gifted and talented students, and that this is the direct responsibility of every class teacher. Classrooms should be places where learners are inspired, encouraged and challenged to question, speculate and hypothesise. The challenge for teachers is to make every lesson motivating and engaging, and to ensure that every young person is stretched.

To provide appropriately for our gifted and talented students, our teachers will provide a curriculum that:

- is broad and available to all learners;
- includes opportunities for open-ended and problem-solving activities;
- stretches the most able children and allows them to show what they can do;
- provides breadth and range of learning experiences;
- develops a range of learning styles.

In our day to day teaching, we will:

- provide opportunities for problem-solving, hypothesising and developing thinking skills;
- use a range of teaching and learning strategies;
- have high expectations of all students;
- provide rigorous and constructive feedback to students on their work;
- use groupings flexibly;



- use appropriate resources to stretch and challenge able students;
- encourage students to take risks, to play with ideas and to regard all answers, whether right or wrong, as productive opportunities for learning;
- encourage young people to become independent learners and take responsibility for their own learning.

6. Other provision

In addition to formal lessons, we provide other opportunities for students with particular talents and abilities:

- a range of extra-curricular activities that enable all learners to develop their particular talents, e.g. sport, music, art, ICT and school trips/visits; and
- access to school resources e.g. library, ICT, specialist rooms to allow learners to follow and develop particular interests.

We will also encourage gifted and talented students to participate in other activities provided outside of schools e.g. Children's University, Scouts and Guides.

7. Roles and Responsibilities

Role of the Gifted and Talented Coordinator

The coordinator will monitor teaching, learning and provision to ensure that:

- the curriculum meets the needs of individual learners, including those who are gifted and talented;
- gifted and talented children achieve in line with their potential;
- sufficient resources, support, training and status are provided for the gifted and talented programme;
- there is a whole school commitment to, and support for, gifted and talented learners;
- there is a school policy for gifted and talented that provides a clear framework for subject policies or guidelines;
- the register of gifted and talented students is updated termly;
- the school keeps up-to-date with current developments and advice on supporting gifted and talented children; and
- the school liaises with parents/carers and outside agencies to secure the best possible provision for each pupil.

Role of the class/subject teacher

Every class/subject teacher will:

- assist in the identification of gifted and talented children within their class; and
- ensure that the needs of gifted and talented students are identified within lesson planning and met in the delivery of lessons.



Liaison with parents

We believe it is essential to work closely with parents to support the development of every child. In particular, this school will:

- ask parents to identify their child's special talents and abilities on school entry and at consultations;
- notify staff of any special achievements out of school;
- inform parents when a child is placed on the register for gifted and talented;
- provide information on the children's university and involvement particular outside organisations; and
- liaise with parents about how they might support their children outside school.

8. Monitoring and evaluation

The coordinator and senior management team are responsible for monitoring the implementation of the policy, in particular, that:

- the policy is reviewed annually;
- the register is reviewed termly; and
- the achievement of every student including those who are gifted and/or talented, is reviewed termly.