

Policy for Gifted and Talented Students

1. Rationale

At Downlands we value the individuality of every child and acknowledge the importance of helping every child to recognise the spectrum of their capabilities in order to fulfil their potential. Whereas we uphold a philosophy of inclusion, we are aware that to offer all children the same opportunity is not to offer them equality of opportunity. If we are not to hamper the development of children of above average ability, it is important that we have a means of identifying such children and of encouraging them to reach for the highest level of personal achievement. This policy outlines the school's practice and procedures relating to the support of gifted and talented pupils.

2. Aim

We are committed to the development of potential into excellence in a caring environment within which success is valued. We recognise that the most able students have particular educational needs that require special provision and we seek to provide a broad and balanced curriculum within which there are opportunities for all students to develop their potential.

3. Policy Rationale

A policy helps to increase the consistency of approach and assures an understanding by teachers, staff and parents that we are all working towards a shared aim and purpose.

4. Definition

In order to identify the gifted and talented children in our school, it is important to have a clear definition of what we mean. At Downlands, we wish to adopt a more inclusive view of the most able students, namely:

- **Gifted students** are those with potential to exhibit higher than average performance academically in the curriculum in subjects other than art and design, PE and the performing arts such as dance or drama
- **Talented students** are those with a potential to exhibit superior performance in one or more areas of art and design, PE, or performing arts such as dance or drama

The term 'gifted and talented' is not to be understood as referring to the most able children in the national population but as being relative to the ability profile of pupils at the school and should be around 10% of the school population.

Within the school, we recognise that gifted and talented pupils can be:

- High achieving all rounders
- High achievers in one area
- Of high ability but have poor writing skills

We also recognise that those pupils who are gifted and talented do not always demonstrate their ability and that such ability can be hidden or remain as potential.

5. Identification

We aim to identify students with superior abilities as early as possible in their school life by using a variety of methods:

i-Gifted pupils:

- Will be identified initially as having a stanine of 9 in one or more of their CATs results

- Can be nominated by their teacher based on assessment data that demonstrates they exceed the ability expected of a pupil of that particular age
- Observation and nomination by classroom assistants, club leaders and other non-teaching specialists. This may include work completed outside of class.

Other pupils potentially gifted and talented:

- Can self nominate to attend i-gifted inclusive sessions

6. Provision

Gifted and talented students should be offered support, challenge and opportunities to excel in all areas of school life.

Within the classroom, the needs of the most able students are taken into account when we:

- differentiate in lessons and homework
- provide a variety of different learning experiences & styles (see *Teaching & Learning Policy*)
- offer opportunities for independent learning (dedicated i-Gifted page on moodle)
- enable students to work with others of similar abilities
- provide appropriate feedback (in accordance with the school's *Assessment Policy*)
- In particular, pupils identified for the i-Gifted programme will be offered a critical thinking skills course during the school day to accelerate their progress across the curriculum
- All pupils at KS3 have the opportunity to join the I-Gifted enrichment programme after school that mirrors the timetabled sessions

Beyond the classroom, the needs of the most able students are taken into account when we:

- provide access to school based enrichment activities such as flexidays and specific subject based workshops
- provide access to enrichment and extension courses, master-classes and summer schools run by external bodies, such as the LEA and the NAGTY.
- offer appropriate Pastoral Care and mentoring as required

7. Coordination & Monitoring

At Downlands, the necessity for all staff to be involved in identifying, encouraging and providing for the needs of gifted and talented pupils is recognised. However, we also recognise that having a named person with specific responsibility will ensure that the issue is kept in the forefront of staff consciousness.

The G&T Coordinator keeps abreast of issues relating to gifted and talented pupils, bringing these to the attention of appropriate staff as necessary and acting as a point of reference for colleagues who need assistance, advice etc. They will also ensure that departments have in place specific and consistent criteria with which to identify students and will support colleagues in planning and delivering enrichment activities.

Heads of Teaching and Learning and subject teachers are also responsible for evaluating their own provision for gifted and talented students, by reviewing programmes of study and associated resources as well as recording levels of attainment and progress.

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The G&T coordinator is responsible for maintaining a central G&T register. It will be updated throughout the year, when appropriate, and will record the students nominated / identified, including appropriate reasons / test scores.

Admin support will coordinate the paperwork in relation to the enrichment activities available to students, including LEA courses & evaluations and keep an up to date record of these.