



Gifted and Talented Policy

EBN Trust

Created:	Sept 2015	
Reviewed:	Sept 2016	
Ratified:		Signed: <i>J.B. Farrell</i>

Purpose

The purpose of this policy is to ensure that every student who has been identified as Gifted or Talented achieves their full potential.

Standards

At EBN Academy Trust, we:

1. Have identified a leading teacher to drive the development of effective provision for Gifted & Talented students in the school.
2. Ensure that there are systems in place to track and monitor Gifted or Talented students appropriately.
3. Ensure that the curriculum and other opportunities meet the needs of Gifted or Talented students.
4. Ensure that there is a link Governor for Gifted & Talented.
5. Ensure that the needs of students who are Gifted or Talented are identified, assessed, provided for and monitored.
6. Ensure that all students who are Gifted or Talented are provided with work at an appropriate level.
7. Provide opportunities for all Gifted or Talented students to work collaboratively with likeminded peers
8. Maintain an ethos where it is 'okay' to be bright.
9. Provide a range of extra-curricular activities and clubs relevant to the needs of Gifted and Talented students.
10. Take into account the views of students who are Gifted and Talented.
11. Keep parents informed and take into account the views of parents.

Gifted and Talented Guidance

Aims

The EBN Academy Trust is committed to providing an environment, which encourages all students to maximise their potential including students who display a gift or talent.

Objectives:

- Maintain an ethos where being gifted or talented is something to be proud of
- Encourage all students to become independent learners
- Recognise achievement
- Provide a wide range of extra-curricular activities and opportunities
- Provide work which is challenging
- Provide opportunities for all students to work collaboratively
- Establish a gifted and talented register

Definitions

'Gifted'

The DfE definition of a Gifted and Talented learner is: "Children and young people with one or more abilities developed to a level significantly ahead of their year group or (with the potential to develop these abilities)". "Those who have the ability to excel academically in one or more subjects such as English, Drama or, Technology".

'Talented'

Learners are “those who have the ability to excel in practical skills such as sport, leadership, artistic performance”.

The term Gifted and Talented is not being understood as referring to the most able children in the National population. The term should be seen as relative and refers to the top 5 – 10% of any school.

All schools, whatever their intake, are required to identify the Gifted or Talented in each cohort, which should comprise 10% of the school population. The definition is relative to the school population.

A Gifted or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

Guidance for identification

Tests

Cognitive ability or non-verbal reasoning tests

Reading, spelling, maths

Diagnostic Assessment

Based on students work and performance in class

Opinion

Teacher nomination

Parental nomination

Self-nomination

Peer nomination

Provision

Response to higher level tasks

- Asks challenging questions
- Provocative
- Uses language confidently and creatively
- Wide general knowledge and contributes wealth of ideas and information
- Speculates, suggests and predicts
- Artistic line – sensitive to colour, line, shape and form
- Spatial awareness
- Intense curiosity
- Logical, scientific approach to tasks
- See relationships
- Inventive, enjoys experimentation
- Stream of “why” and “how” questions
- Wide vocabulary
- Feeling for words
- Absorbed in books
- Shows empathy with others
- Highly sensitive

- Fiercely self-critical
- Fascination with numbers and maths
- Bored by repetition
- Instinctive learner – dislikes rote memory tasks
- Outstanding athletic skills
- Excellent sense of rhythm
- Imaginative tune-making
- Creative, original thinker
- Self-directed
- Sharp sense of humour
- Teacher nomination
- Assessment results
- Parental information
- Specialist teacher identification
- Self-nomination

Gifted students can be:

- Good all-rounder's
- High achievers in one area
- Of high ability but low motivation
- Of good verbal ability but poor writing skills
- Very able but with a short attention span
- Very able with poor social skills
- Keen to disguise their abilities

Everyone at EBN Academy Trust has a responsibility to recognise and value student's abilities. We are aware that:-

- Unnecessary repetition of work is de-motivating and de-motivated student's will not always demonstrate potential
- There is sometimes peer pressure to under-achieve
- Gifted students are not always easier to teach than other students
- Some students may be gifted in one area of a curriculum area e.g. cricket in PE

Provision for the Gifted and Talented

Each curriculum area and member of staff is responsible for identifying gifted and talented students in their area and actively develops opportunities for extension and enrichment, which are built into all schemes of work. Effective assessment enables students to start at a higher level and so encounter more challenging work. Every curriculum area will have a reference to gifted and talented. Each department should state what the identification procedure will be and what provision is in place.

Within this policy parents of gifted or talented children will be informed by the school. Gifted and Talented should be discussed as matter of course at all department meetings.

Types of provision:

The needs of the more able should be met as part of normal differentiated classroom provision. The exceptionally able may need additional provision and or an individually tailored programme of work.

Classroom differentiation

- Teachers have high expectations
- Tasks are designed to take account of levels of existing knowledge, skills and understanding.
- There are planned extension opportunities or open-ended tasks.
- There is access to high tier assessment papers. As part of lesson plans is the 'must', 'should', 'could' approach or 'all', 'most', 'some'. e.g.
 - all/must – key work or concepts which all students must cover
 - should – to be covered by most
 - could – extension for those who are able to tackle it.

School based provision

- This varies according to subject area and is covering using a variety of methods:
 - School Clubs
 - School societies/councils
 - Enrichment opportunities
 - Opportunities for performance
- Extra-curricular activities
- Specialist teaching
- Partnership with secondary schools
- Partnership with primary schools
- Links with local community
- Subject specific extension activities

Monitoring, Evaluation and Reviews

Monitoring of this policy document will be conducted annually by the SLT and Governors to ensure compliance with legislation and new initiatives.

Monitoring of practice against the policy will be done by Curriculum Leaders.

- Regular meetings and reviews with all members of their area
- Annual exam analysis – actual grades vs target grades
- Work sampling
- Assessment

Policies this relates to

Teaching and Learning

Assessment Policy

Departmental Policies

Co-ordination and Monitoring

Departments will identify students according to the guidance and identified students will be placed on a register of gifted and talented by the gifted and talented co-ordinator. Curriculum leaders will monitor progress

The co-ordinator will advise curriculum areas on teaching strategies and resources and will have an overview of how each area supports gifted and talented students.

The register will be revised by Curriculum leaders at least twice a year, or through meetings with the Gifted and Talented Co-ordinator.

Signed Chair of the Governing Body: _____ **Date:** _____