



Sandbach High School

and Sixth Form College

Our Academy, Our Future

GIFTED AND TALENTED POLICY

Aims

At Sandbach High School and Sixth Form College we believe that we need to provide appropriate learning experiences for all students of all abilities. This policy provides guidance on how we meet the needs of our Gifted and Talented students. We aim to identify Gifted and Talented students in curriculum areas, provide challenge within the classroom and provide enrichment activities beyond the classroom. We aim to monitor students to ensure that they are achieving their potential and intervening where underachievement is identified.

Definitions

In order to help with the selection of students the title has been split in two.

Gifted pupils are those who show exceptional academic ability. This is determined using their KS2 data along with their progress data by January in Y7. Students who are recognised as 'Gifted' are all those who have made above average sub-grades of progress in Term 1 of Y7 based on their KS2 data and baseline assessments across all subjects. I would anticipate between 1 and 4 students per academic year to fall into the 'Gifted' category.

Talented students are those who show exceptional ability in a specific subject. This is determined by subject teachers at the end of Term 1 using progress data and professional judgement based on set criteria.

While this policy is written for the provision of Gifted and Talented students, we recognise that we have a large number of very able students who will also benefit from the opportunities provided to Gifted and Talented students.

Identification

The identification process starts before pupils enter at Year 7 and continues throughout KS3, KS4 and post-16. Each subject has its own checklist of characteristics that define 'Talented' students. It is expected that nominations will usually account for up to 10% of the year group across all subjects, but where a case can be made, the percentage may exceed this. Individual teachers will use available indicators to determine the Gifted and Talented students. Indicators used are:

- KS2 data that is above average
- Teacher nomination using department criteria
- Assessments within subject areas
- Attainment data that is significantly above average
- Verbal contributions and written work
- Outside referral including parental nominations, information from Primary Schools, music or sports teachers outside of school, parental and student nominations

All nominations must be supported by the progress data. Failure to demonstrate sufficient progress, for example where a student has received two consecutive 'Less than expected progress' marks, will result in students potentially being removed from the register. Staff will have to ensure progress is at least 'Expected' for those students who are recognised as Talented in their subject.

A clause has also been added to all Gifted and Talented criteria for every subject, stating that students must be involved in extracurricular activities within the department in order to qualify. This is in order to avoid

'coasting' and ensure that the student's talents are being developed outside the class room and in a proactive manner by the student themselves.

Monitoring

The Gifted and Talented Co-ordinator is responsible for monitoring the identification of students by class teachers, form tutors, students and parents. They will also monitor the provision for and academic progress of those students as they progress through the school through the Lead Teacher role.

Each curriculum area has its own policy for Gifted and Talented students, which is consistent with this whole school policy. A register of Gifted and Talented students will be maintained by each curriculum area. A school register will be maintained by the Gifted and Talented Co-ordinator and is to be updated twice a year. Through years 7 to 14 pupils need to be nominated by one curriculum area to be included on the school register.

Every subject area will have a Gifted and Talented Co-ordinator who is responsible for the monitoring of the Gifted and Talented students in their curriculum area. They will meet with the students in every year group to discuss progress and may use Effort and Attainment data to do this. The subject Gifted and Talented Co-ordinator will also ensure that enrichment opportunities are provided for students beyond the classroom.

The subject teacher is responsible for the provision and monitoring of students in their class, using the summative and formative assessment data they have access to along with their professional observations.

In cases of underachievement or other issues, subject teachers or departmental Gifted and Talented Co-ordinators can refer this to the Lead Teacher or the Lead Teacher may ask for an interim report.

Teaching Strategies and Classroom Organisation

All students, particularly Gifted and Talented students ought to be encouraged and given opportunities to think creatively and divergently.

Effective formative and summative assessment of student performance is made on a regular basis to support identification of Gifted and Talented students. Assessment data is collated three times a year for each year group. Regular monitoring of individual student performance by the class teachers occurs with feedback to students as a part of formative assessment procedures. Course material is differentiated to maximise the challenge for all students.

Provision for more Gifted and Talented students include the following:

Enrichment

Enrichment relates to breadth of study and experience. It involves offering learners a wide variety of opportunities, both within and outside the curriculum, and exposing them to experiences not usually encountered as part of the standard curriculum.

Extension

Extension (also referred to as enrichment through depth), involves children and young people following the standard curriculum but developing a deeper understanding through encountering more complex resources and materials, tackling more challenging questions and tasks, demonstrating higher levels of thinking, and presenting increasingly sophisticated responses.

Acceleration

Involves fast tracking more able pupils in some subjects through the curriculum and through specialised study support, this:

- increases their pace of learning
- adds challenge
- increases their motivation
- raises the expectations of pupils, teachers and parents
- can add flexibility to the curriculum creating space for new deeper or enhanced learning

Out of class approach

- Out of School Hours/Study Support (including lunchtime clubs, homework clubs, after school/weekend clubs)

- Enrichment days/visits/outings/residential
- Musical and sporting opportunities
- Opportunities through outside agencies including universities.

Partnership with Home

An initial letter will be sent home to inform parents that their daughter has been included on the school register. Regular communication with parents will provide home with any updates. Staff will be asked to include a comment on reports for students who are recognised as Talented in their subject.

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February 2016