



## POLICY RELATING TO THE EDUCATION OF ABLE / GIFTED AND TALENTED CHILDREN

All school policies embody the commitment of Governors and Staff to the principles of:

- equality of opportunity,
- student and staff wellbeing, both mental and physical
- striving for excellence in all that we do
- transparency and accountability

## **RATIONALE**

### **Provision for the gifted and talented.**

Leasowes High School is fully committed to the idea of students' entitlement to those strategies which will help them learn to achieve, whatever the level of their innate abilities. The School's core mission emphasises the central importance of "Aspire and Achieve", and so has a prevailing learning culture within the School which stresses enablement, high expectations and student autonomy, all of which favour the Able / Gifted and Talented child.

## **PURPOSES**

To ensure that able / gifted and talented children are identified.

To ensure that all relevant details are known, through close liaison with parents, pastoral and curriculum staff and good communications are maintained between those concerned.

To ensure that awareness is raised among all staff of the needs of able / gifted and talented children.

To ensure that appropriate teacher and learner strategies are in place to support the able / gifted and talented child.

To regularly review and evaluate provision for able / gifted and talented children at Leasowes High School in liaison with Curriculum Area Managers.

### **Definitions**

The separation of outstandingly able students into "gifted" and "talented" categories is to some extent rather artificial. At Leasowes High School we recognise and celebrate a diversity of talents, from the exceptional mathematician to the scratch golfer.

The following definitions, therefore, form useful guidance when identifying gifted and talented students. Broadly, a gifted student is one who is in the top 10% of the student population. (DfE definition) and/or has gained a level 6 when undertaking their Key Stage 2 SATs. A gifted student is therefore one who "has the capacity for or demonstrates high levels of performance in an academic area".

A talented student is one who performs at a level significantly above their peers in a non-academic field, typically demonstrated by their participation in events above school level and/or representing clubs or districts and above regularly.

- Physical talent
- Visual / performing abilities
- Mechanical ingenuity
- Creativity

## **Identification of the gifted and talented**

A gifted and/or talented student should be identified using a variety of methods. The specific procedure will vary according to subject area but could include elements of the following:

As far as assessment results are concerned, baseline data offers a useful guide in the first instance. Students will be identified as gifted if:

- They have a KS2 SAT level 6 in English or Maths
- They have a CAT score of 126 or greater in one of the categories of verbal reasoning, nonverbal reasoning or quantitative reasoning;
- They have a CAT score of 120+ in any two categories.

The following will also apply particularly in the identification of talented students:

- Teacher nomination
- Specialist teacher identification

We think it particularly important to

- Provide work at an appropriate level and therefore have a depth and challenge of curriculum
- Encourage all students to be independent learners
- Recognise and celebrate achievement
- Be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievement
- Provide a range of extracurricular activities
- Provide opportunities for students to work with likeminded peers.

The needs of gifted and talented students are met through the Gryphon programme, and take the form of:

A minimum curriculum offer by every curriculum area

Curriculum extension activities after school

Seminars and workshops

Additional curriculum opportunities

Enrichment programmes

Imagine Project

Challenges

## **Monitoring**

It is a key responsibility within subject departments to devise and produce strategies for able / gifted and talented children, and to link these to an ongoing review of their needs.

The responsibility for monitoring these strategies is with the Associate Senior Leader (Gifted and Talented students) together with representatives from curriculum areas. This

overview will enable the College to provide the best possible educational provision for able / gifted and talented children.

The Associate Senior Leader (Gifted and Talented students) has a specific responsibility for co-ordinating the holding and dissemination of information on able / gifted and talented children, diagnostic reviews as appropriate, and suggesting to colleagues non subject-specific approaches which might include, for example, curriculum enrichment, and the management of accelerated learning. All identified students will be identified on school data systems after discussion with the school Data Manager.

Review: February 2016