



# The Grange School and Sports College Policy Document



## 1. **Title:**

### **Gifted and Talented Policy**

## 2. **Purpose:**

- Students need to be identified, targeted, supported and challenged to maximise their achievement both as individuals, and as members of the school community and society.

## 3. **Aims:**

- To recognise the needs of more able students in a school and sports college within the framework of equal opportunity and mixed ability teaching
- To implement procedures, strategies and structures that will address the educational and social needs of an identified cohort of more able students
- To ensure that more able students are motivated to achieve high standards that others can follow
- To ensure these more able students have the skills and motivation to make an enhanced contribution to the school community
- To establish the school as a source of best practice within this area

## 4. **Policy:**

Gifted and Talented students will be identified using a variety of data and information; KS2 SATs, Primary school records, NFER Tests, CATs, student/parent identification, target grades, estimated grades, questionnaires, etc.

More able students are considered to display the following DCSF characteristics:

- Great intellectual curiosity
- Ability to learn easily and readily
- Initiative and originality in intellectual work
- Ability to memorise quickly
- Superior powers of reasoning

The school will encourage and support them in displaying:

- Leadership skills
- Team-working skills
- Empathy
- Inter-personal skills
- Awareness and concern for school community and social issues
- Academic success

### Teaching strategies and classroom organisation

- Teaching styles for more able students should be more open-minded and flexible
- More able students tend not to respond well to more directed Teaching and Learning structures
- More able students should be encouraged to take risks in their learning
- More able students should be encouraged to think creatively and divergently

### Role of Tutor

- To be aware of students in their group who are on the register
- To carry out mentoring (at least twice a year)
- To encourage active involvement in Gifted and Talented activities/opportunities. To track and monitor this
- To discuss achievements with parents as the opportunity arises
- To inform Heads of School/Deputy Head/Gifted and Talented Coordinator of significant Gifted and Talented achievements

### Role of Class Teacher

- Ensure lesson plans reflect whole school policy and Scheme of Work contain activities that are differentiated to meet needs of all students
- Provide students with opportunities to extend their talents and skills (eg problem solving and investigate activities, leadership and coaching skills)
- Encourage the setting of high-level work that is challenging
- Incorporate opportunities for ICT and focused research

### Role of Middle Managers – Heads of School

- Develop a pastoral policy on Gifted and Talented (to link into whole school policy)
- To mentor the achievement of Gifted and Talented students with Tutors
- To liaise with parents (in conjunction with Tutors) over Gifted and Talented concerns, achievements and under-achievements

### Role of Middle Managers – Heads of Faculty/Department

- To develop departmental policy within the framework of the whole school policy for inclusion in department handbooks and Schemes of Work
- To identify a standardised system and criteria for identifying more able students
- To liaise with Gifted and Talented Coordinator over the list of Gifted and Talented students
- To ensure that department Schemes of Work plans show differentiation to cater for the varying levels of ability within each class and to promote a variety of Teaching and Learning strategies
- To monitor the achievement and attainment of Gifted and Talented students
- To organise INSET and set aside regular Department meeting times to discuss ideas, strategies and activities for Gifted and Talented

### Role of SLT

- To provide adequate resources to ensure that more able students receive a high quality education
- To develop appropriate database systems for collecting, disseminating and recording information about Gifted and Talented students
- To monitor and evaluate each curriculum area to ensure adequate provision is made for Gifted and Talented students and that this progress is regularly reviewed
- To ensure Heads of School and HOF/HOD fulfil their responsibilities to Gifted and Talented students
- To provide opportunities for staff development in order to raise awareness and keep updated on current Gifted and Talented issues

### Role of Gifted & Talented Coordinator

- Provide students with opportunities to extend their talents and skills (eg problem solving and investigative activities, leadership and coaching skills)
- Develop a pastoral policy on Gifted and Talented (to link into whole school policy)
- To liaise with section leaders over list of more able students and ensure that Tutors are kept informed of changes
- To mentor the achievement of Gifted and Talented students with Tutors
- To liaise with parents (in conjunction with Tutors) over Gifted and Talented concerns, achievements and under-achievements
- To liaise with HOS over the list of Gifted and Talented students and to ensure that HOS are kept informed and updated
- To monitor the achievement and attainment of Gifted and Talented students

### **5. Relationship to other Policies:**

- Curriculum Policy
- Homework Policy

### **6. Monitoring, Review and Evaluation:**

The monitoring of the implementation of this policy will be the remit of:

- Link Governors
- The Governors Pupils and Personnel Committee
- The SLT

**Adopted by Full Governing Body on: 3 June 2009**

**Review Date: June 2011**