



Inspiring Learners for their future

GIFTED AND TALENTED POLICY

UPDATED JULY 2010

Consultation History

Governors/staff/parents/students	Date
Executive (Leadership Group)	
Teaching and Non-Teaching Staff	
Curriculum Committee	
Full Governing Body	
Next Review of Policy	

The Ridgeway School & Sixth Form College

Gifted and Talented Policy

Linked Policies

Pastoral Care; Equal Opportunities; Primary Liaison; Curriculum; Extra Curricular; Teaching and Learning; Assessment and Value added; Safety and Welfare; Special Educational Needs.

Leadership and responsibility

There is a named lead teacher, governor and senior leadership team member responsible for the co-ordination of the school's policy and provision for gifted and talented pupils. In addition to this Subject Team Leaders are responsible for ensuring that the curriculum is differentiated in schemes of work in order to provide sufficiently challenging strategies for the most able pupils. Provide 'additionality' in the curriculum through resources, events, strategies and experiences aimed at extending the learning of the most able beyond what would normally be provided. Subject Teachers are responsible for recording details of all GAT pupils in mark books and Monitoring the progress of GAT pupils in their classes.

Purpose

- Linking with LA policy and the School improvement plan this policy aims to provide an agreed framework for the effective educational provision for gifted and talented students at the Ridgeway School.
- Our school aims to inspire learners for their future and a major part of this is personalising learning and providing consistent strategies across the school. These aims link very closely with this policy.
- Providing students with the capabilities for Attainment, aspirations, motivation, developing self-esteem.

Definition

The Department for Education and Skills uses the following definition:

“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).” This can then be broken down into the different categories of:

- **Gifted** - Pupils that are above the average for your school in academic subjects.
- **Talented** - Pupils that are above average for your school in arts and sports.

Departments in our school have put together definitions in their own faculty area and these can be viewed in the G+T folder, but over all students at our school who are gifted

68 Want to find things out and think deeply about subjects. Can process unfamiliar information quickly and take this further to analyse and evaluate what they find, presenting new ideas in a logical way. Communicate in effective and creative ways allowing them to work well independently or in a group.

Potential + opportunities + support + motivation = high achievement

Identification

- Identification at the Ridgeway School draws on a wide range of information sources, including both **qualitative** and **quantitative** information:

Teacher nomination	Levelled task results
GCSE results	Previous GAT registers
CAT results	Information from primary transfer

- The register is in two parts, There is the data register which is based on CATS data, students with a mean CAT score of 125 or a score of 129 will be put onto the register. These students will be on the register for the whole of their school career. The teacher nomination side of the register is more flexible pupils can move on and off the register where appropriate. The student must have 3 or more nominations to be on the gifted register, but just one for the talented register. The register is reviewed annually with the intake of the new year 7 pupils.
- The school's gifted, able and talented population broadly represents the whole school population and is analysed for the representation of males/females, BME, LAC, EAL, SEN and FSM.

- The register is used to identify students so that teachers and pastoral staff can track underachievement and exceptional achievement.
- Identification systems address issues of multiple exceptionality (pupils with specific gifts/talents and special educational needs).
- The register supports the effective transition of gifted, more able and talented pupils from primary and onto the next stage of education or to employment.

Provision

The provision we provide do not just benefit students on the register, but challenges all students in the classroom. The provision in classrooms is broadly split into three categories of

- **Breadth** (enrichment)
- **Depth** (extension)
- **Pace** (acceleration)

However these can be split into many actualities:

- Opportunities exist to extend learning through new technologies.
- Independent learning skills are developed.
- AFL strategies are embedded in classroom provision.
- Challenging questioning
- Mentoring and target setting
- Enrichment
- Tasks which give scope for creative responses
- Foster high expectations in teachers and pupils
- Abstract thinking and ideas explored
- Problem solving
- Evaluating and developing ideas and designs

Monitoring

The lead teacher will work with the data manager to analyse the GCSE, AS and A level results for the G+T population of the school. This will then be used to give feedback to team leaders. The development of analysis of year 10 exam results and the data from report cycles will also be introduced.

Enabling Curriculum

The school is set up with Pathways so that at KS4 option and KS5 options there is provision for gifted and talented students to chose the correct path for them.

Enabling for provision outside of the classroom

The school provides many other clubs and some visits to allow students to be inspired beyond the school day. This includes visits to universities, after school clubs and competitions run by companies and organisations.

Ethos and Pastoral care

The school fosters an environment which promotes positive behavior for learning. Pupils are listened to and their views are taken into account. To support annual gifted and talented student voice is carried out to look at student opinions. This is then fed back to team leaders to share good practice.

Parental Contact

The lead teacher is in contact with parents of gifted and talented students, through letters home and/or open evenings. The school website will develop further to allow parents to see what G+T opportunities happen at the school.