

# Kings Langley School



## Gifted and Talented Policy

REVIEW DATE: APRIL 2014

# KINGS LANGLEY SCHOOL

## A Policy Title: Gifted and Talented

### Character Development: Commitment to Equality and Diversity

This school is founded on a set of fundamental values designed to enable all students and adults connected with our community to flourish and succeed, regardless of background or circumstances. We are determined to be open to people, places, methods and ideas—and as such, equality and diversity are at the heart of everything we do. Our continued dedication to social justice and equality of opportunity is embodied in everything we do.

We are creating an **inclusive** school community where:

- People are treated with dignity and respect
- Inequalities are challenged
- We anticipate, and respond positively to, different needs and circumstances so that everyone can achieve their potential
- We value diversity and we recognise that different people bring different perspectives, ideas, knowledge and culture, and that this difference brings great strength.
- We believe that discrimination or exclusion based on individual characteristics and circumstances, such as age; disability; caring or dependency responsibilities; gender or gender identity; marriage and civil partnership status; political opinion; pregnancy and maternity; race, colour, caste, nationality, ethnic or national origin; religion or belief; sexual orientation; socio-economic background; trade union membership status or other distinctions, represents a waste of talent and a denial of opportunity for self-fulfilment.
- We recognise that patterns of under achievement at any level and differences in outcomes can be challenged through positive intervention activities designed to bridge gaps.
- We respect the rights of individuals, including the right to hold different views and beliefs. We will not allow these differences to be manifested in a way that is hostile or degrading to others.
- We expect commitment and involvement from all our staff, students, partners and providers of goods and services in working towards the achievement of our vision.

## B Rationale

This policy exists to provide a framework for supporting our stated aim of "ensuring the happiness of every individual in our community", to promote a

climate which enables all students to flourish, regardless of ability or special needs, and supports our desired outcomes of developing "strong character".

Gifted and talented learners are defined as: "Those who show outstanding achievement or potential ability in a wide range of contexts. They may have specific aptitude, may be particularly creative or may be outstanding leaders or team members." DfES

### **C Purpose**

- To raise achievement and aspiration among all students by challenging and supporting gifted and talented students.
- To encourage and maintain a culture where students are recognised and high achievements are celebrated.
- To identify, and keep under review, a register of gifted and talented students.
- To provide a range of differentiated teaching and learning activities which aim to provide intellectual challenge and develop physical and social skills.
- To develop and sustain a high achieving learning ethos throughout the school.

### **D Guidelines**

#### **IDENTIFICATION:**

Following guidelines laid out by the DfES, the gifted and talented students should make up between 5% and 10% of the cohort. The ratio of Gifted to Talented should be 2/3 gifted to 1/3 talented. Inclusion in the register is not permanent. If it is perceived by any of the concerned parties that inclusion is no longer beneficial, students may be moved out either temporarily or permanently. Behavioural problems will never be a reason for non-inclusion on the register.

A gifted or talented student will be identified using a combination of the following methods:

- Data
- Teacher identification
- Information from feeder schools

- Parental nomination

Identification of *Gifted* and *Talented* students will not be made solely on academic achievement but on certain indicators of the potential to achieve at a high level. The aim is to ensure that the process of identifying gifted and talented students is transparent, fair, effective and representative of our cohort.

## **PROVISION:**

### **The Curriculum**

The school will provide the gifted and talented students with their full entitlement to the National Curriculum and, additionally, provide access to curriculum enhancement in both National Curriculum areas and, where appropriate, outside e.g rock challenge, sports teams, university visits.

The school's standard assessment and marking policy will be used. Subject teachers will be made aware of those students on the *Gifted* and *Talented* register and should seek to monitor progress, over and above what they already do.

Learning Area Leaders will advise teachers within their area on strategies to challenge gifted and talented students. It is the responsibility of each Learning Area Leader to ensure that opportunities for the advancement of gifted and talented students are detailed in schemes of work.

This includes:

- Updating the list of *Gifted* & *Talented* students
- Additional support and challenge through extension activities, in addition to enrichment opportunities both in the classroom and outside school
- Learning area contributions to extra/cross curricular *G* & *T* provision
- Opportunities to discuss and develop provision for *G* & *T* students in learning area meetings

The school will seek to discover and utilise a range of strategies to improve the teaching and learning of the gifted and talented. Teaching thinking and problem-solving, higher order skills, study skills, communication skills; teaching for range of learning styles will be encouraged in schemes of work.

## **MONITORING AND EVALUATION**

The evaluation process is designed to assist senior leadership team and teachers to plan for improvement and to target resources more effectively . It also should increase teacher understanding of what works and engender confidence in order to try new things.

Targets are published for all identified A-A\* students in all subjects and these are cross-referenced to exam and test results.

Learning Areas self-evaluate and review their provision and exam results with particular reference to G & T students.

Gifted and talented activities are integrated into performance management, target setting, assessment, planning and analysis. Learning Area's should put into place systems for identifying and addressing underachievement (This should be part of an effective whole school system rather than something separate for the G & T cohort).

## **PERSONAL / EMOTIONAL AND SOCIAL ISSUES**

It is essential that the gifted and talented programme embraces the support the pastoral system is able to offer. Teachers must be aware that the identification of a student as either gifted or talented may lead to peer problems, and therefore must be open to strategies to support students within the Gifted and Talented cohort.

## **GIFTED AND TALENTED COORDINATOR, SLT LINE MANAGER AND GOVERNOR**

To have a clear understanding of the aims of Gifted and Talented provision and take an active interest in the programme.

To utilise knowledge of Gifted and Talented objectives and programme to contribute a Gifted and Talented perspective, where relevant, to governing body discussions.

To develop a programme of extra-curricular activities and raise the profile of Gifted and Talented.

To report back to SLT and Governors periodically about the development and implementation of the programme.

To review national strategies and activities for gifted and talented and link with learning area's to ensure Gifted and Talented students are fully supported and challenged.

To track opportunities for identified G&T students, and ensure that there is an equality in the opportunities offered.