



## Gifted and Talented Pupils policy

### Rationale

At Endon High School we are committed to providing high quality education for all our pupils.

We believe in a rich, challenging and stimulating curriculum which will benefit all children, some of whom will be more able than others. At Endon High School, we aim to provide an ethos that challenges and supports our pupils towards high achievement and self-esteem. We encourage and motivate pupils to become interested, high quality learners. We want to involve all our pupils in their learning and make them future lifelong learners who can respond to challenges and opportunities.

The recognition and meeting of the needs of able pupils will raise expectations, create a culture where success is valued and therefore raise standards throughout the school community.

### Aims

- To recognise that more able pupils have particular needs that must be met.
- To foster a love of learning and the pursuit of excellence.
- To enable all children to reach their full potential by providing a rich, stimulating and challenging curriculum.
- To work in partnership with parents/carers.
- To develop and maintain an inclusive approach to education.

### Definition

Our definition of gifted and talented pupils seeks to recognise that those who are gifted and talented are those pupils with marked aptitude in one or more areas or may possess exceptional skill in one or more areas. Gifted and talented is the term applied to those young people who have high learning potential and so are achieving, or have the potential to achieve, at least substantially beyond the rest of their peer group. Those students who have high learning potential thrive on learning new experiences; they need opportunities, challenge, resources and encouragement.

### Identification

“Talent is multi-faceted and therefore we need a broad approach to recognise all its facets. Much talent remains undiscovered and unused unless the correct opportunity comes along.” J.B. Teare 1997

A range of **methods of identification** are used as we recognise each one has its limitations: -

- Teacher assessment
- Observation
- Exam and test results
- Subject indicators
- Expert nomination
- Parental nomination

**Positive indicators** are the possession of one or more of the following characteristics/abilities:-

- Inquiring mind
- Verbal fluency
- Transfer/manipulate knowledge and skills
- Long concentration span
- Responds well to questioning
- Approaches tasks methodically
- Higher order thinking skills
- Detailed explanations
- Learns easily
- Original/creative/imaginative thinking
- Analytical

- Flexibility/adaptability
- Insightful
- Intellectual curiosity/inquisitiveness
- Good memory
- Strong feeling and opinions
- Ability to construct abstractly
- Ability to infer
- Is keenly observant

We recognise that not all gifted and talented pupils are obvious achievers. Poor behaviour and/or underachievement may also be indicators that a pupil is gifted and talented. The potential of some gifted and talented pupils may be masked by frustration, low self esteem, lack of challenge and low teacher/parent expectation.

## **Provision**

The needs of gifted and talented pupils are met at Endon High School through: -

- The provision of a challenging curriculum where tasks are appropriately differentiated
- Appropriate grouping
- Provision of an effective learning environment
- Questioning techniques which use higher order questions to challenge and develop thinking skills (analysis, creative thinking, speculation, evaluation, justification, inference, hypothesis, synthesis)
- Extension and enrichment

## **Transfer and Transition**

Effective recording and communication systems (e.g. SISRA) will ensure that as far as possible teachers are aware at the start of each year of: -

- Levels of achievement
- Potential of all the learners
- Work already covered

## **Monitoring and Evaluation**

The Lead Teacher of Gifted and Talented Pupils will monitor pupils' progress across all areas. Curriculum leaders will also monitor pupils who are gifted and talented in specific areas.

The head teacher, SLT, Lead Teacher of Gifted and Talented Pupils and governors will monitor the effectiveness of the policy which will be reviewed annually with staff.

## **Roles and Responsibilities**

**The Lead Teacher of Gifted and Talented Pupils will: -**

- Review provision for gifted and talented pupils
- Monitor the able pupil register and the provision for the pupils contained within it
- Manage the administration associated with external enrichment courses
- Liaise with the head teacher, curriculum leaders and SENCO
- Complete an action plan for each year

**Curriculum Leaders will: -**

- Monitor the progress and provision of pupils registered as more able in the specific curriculum area(s)
- Ensure schemes of work and planning contain appropriately challenging tasks and learning opportunities to provide challenge for all pupils
- Provide appropriate resources to stimulate and extend thinking

**Class Teachers will: -**

- Ensure able pupils are set appropriately challenging tasks and learning opportunities in the context of challenge for all
- Use appropriate differentiation ... A full range
- Identify pupils who are able, gifted and talented in particular areas

- Track progress of gifted and talented pupils
- Identify pupils' individual learning styles
- Seek advice and support from the Lead Teacher of Able, Gifted and Talented/Curriculum Leaders/Progress Managers when necessary

**Inclusion Support Assistants (ISAs) will: -**

- Work with class teachers to ensure effective provision
- Assist in identifying and supporting gifted and talented pupils

Policy reviewed October 2015

To be reviewed every 3 years – next review October 2018