



SMITHDON HIGH SCHOOL

GIFTED & TALENTED POLICY

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1. Introduction

We are committed to providing an environment which encourages all pupils to maximise their potential and this clearly includes pupils who display some form of exceptional ability. We believe that every individual should have the opportunity to develop and realise their true potential. To ensure that this takes place, we aim to provide learning opportunities for our able children to offer challenge, intellectual stimulation and an enriched curriculum. We believe that the able child needs just as much support, guidance and encouragement as those who are less able. Each pupil has the right to be treated as an individual and be given the appropriate support socially, emotionally and intellectually.

2. Defining a Gifted & Talented Student

“Gifted students are those whose potential is distinctly above average in one or more of the following domains of human ability: intellectual, creative, social and physical. Talented students are those whose skills are distinctly above average in more or more areas of human performance.”

(Francoys Gagne, 2003)

3. Identification of Gifted & Talented Students

Before identifying any child as gifted in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils as ‘gifted’ or ‘talented’ is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that ‘at this time this child is showing potential in a particular area’.

A gifted or talented pupil should be identified using a variety of methods. Our initial judgement as to whether or not a pupil is gifted is based on a CAT score of 125+ in verbal and quantitative categories. We also keep an advisory list of scores of 120+. We would also be aware of those with a high score in the non-verbal category. Teachers who wish to nominate a pupil can do so using the specific checklist or via their Head of Department. The specific procedure will vary according to subject area but will include elements of the following:

- Teacher nomination
- Assessment results (Reading Age, CATs, SATs, Entrance exam, Baseline Assessment, (National Key Stage tests).
- Specialist teacher identification
- Parental nomination
- Peer nomination
- Self nomination

It is worth remembering that being gifted does not guarantee academic success, as pupils can be:

- Good all-rounders
- Of high ability but with low motivation
- Very able but with a short attention span
- High achievers in one area
- Of good verbal ability but with poor writing skills
- Very able with poor social skills
- Suffering from emotional and/or social problems

4. Provision for the Gifted & Talented

Opportunities for extension and enrichment are built into all our schemes of work to ensure that every curriculum area will have a reference to Gifted & Talented. This should state the provision made within the subject area. We aim to:

- Set pupils where appropriate or teach in small mixed ability groups to provide targeted one to one support.
- Encourage all pupils to be independent learners.
- Provide and make resources available to facilitate pupils' learning.
- Inform and involve parents.
- Recognise achievement.
- Be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievement.
- Provide a wide range of extra-curricular activities and clubs.
- Always provide work at an appropriate level.
- Provide opportunities for all pupils to work with like-minded peers.

Types of provision - Classroom differentiation

- Teachers have high expectations and are aware of each pupil's strengths.
- Tasks are designed to take account of levels of existing knowledge, skills and understanding.
- Planned extension opportunities or open-ended tasks are provided.
- Access to higher tier assessment papers is available.
- Enrichment lessons in small group work.
- Project work.
- Use of our work on Accelerated Learning, Preferred Learning Styles and Multiple Intelligence Profiles to target work effectively.

- Fast track groups, either set or streamed.
- Schemes of work to address the needs of Gifted & Talented pupils.

Extra-curricular provision

The following activities are examples of the types of extra-curricular provision which students may participate in:

- Enrichment opportunities, such as Focus Days.
- Opportunities to work with different ages of pupils.
- Specialist teaching.
- Academic, creative, musical and sporting clubs.
- Nomination for the Brilliant Club (Year 10)
- Trips, visits and residential courses.
- Debate club and 'Youth speakers'.
- Plays, Music Groups and Choirs.
- Inter-house competitions, e.g. tables/spelling/general knowledge.
- Nomination for Sutton Scholars (Year 9).