

## GIFTED & TALENTED POLICY



# HAYDON SCHOOL

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# GIFTED & TALENTED POLICY

## GIFTED & TALENTED POLICY

### 1. Rationale:

Haydon is committed to the achievement of individual excellence.

### 2. Aims:

This policy is intended to support and compliment the aims of the school in the following ways:

- To enrich the learning of all gifted and talented (G&T) students
- To create an ethos in school where it is "good to be bright" / gifted
- To provide an entitlement to appropriate differentiated education
- To address personal and social issues surrounding being more able / talented
- To provide an opportunity to develop specific skills and talents
- To provide lessons that challenge, stimulate, interest, excite and encourage students and foster active participation

### 3. Definitions:

**A Gifted Student** is one who is in the top 5-10% of the student population of the school or class group (DfES definition) who 'has the capacity for or demonstrates high levels of performance in an academic area'.

**A Talented Student** is one who is in the top 5-10% of the student population at the school or class group with specific ability in a non-academic area:

- Physical talent
- Visual/Performing abilities
- Mechanical Ingenuity
- Outstanding Leadership
- Creativity

We also recognise that those students who are gifted and talented do not always show their ability. Such students are gifted and talented even though their abilities may be hidden or remain as potential.

The DCSF guidelines are that they should be in the proportion of 2/3<sup>rd</sup> Gifted and 1/3<sup>rd</sup> Talented.

### 4. Identification:

Gifted and talented students are identified by staff making a judgment based on analysis of various sources of information including:

- Information from feeder schools for new year 7/12 students
- Professional judgment e.g. staff nominations
- Internal data e.g. OMR's
- External tests e.g. CAT's, SAT's, GCSE's, A Level's
- Use of general checklists e.g. YG&T criteria
- Use of subject checklists

The gifted and talented register will be updated regularly and inclusion into this cohort is not permanent. If it is thought that inclusion is no longer beneficial, students may be moved out. Students will be actively encouraged to take part in local and national events, including residential courses and competitions to enhance their participation in the wider community.

**GIFTED & TALENTED POLICY****5. Responsibilities for Co-ordinating Provision:****5.1 SLT**

- Professional development for staff/G&T coordinators/governors
- To support the G&T co-ordinator to oversee the process and activity
- To feedback information concerning G&T provision to governors

**5.2 G&T Co-ordinator**

- Person to oversee the work from the whole school perspective
- Year 6 parents evening – invite parents to discuss G&T provision
- Aid in Professional development of staff
- Aid in Student tracking and identifying able underachievers
- To assist in evaluating G&T provision at the end of each year against an established set of criteria (IQS)
- To assist in analysis and monitoring of G&T students
- To liaise with parents regarding G&T provision
- To update and amend the G&T register
- Share good practice from other schools
- To support staff in the use of extra curricular clubs
- To support staff in out of class activities: e.g. Enrichment days/sporting activities
- To support staffs use of outside agencies
- To liaise with G&T students to have input into future planning
- To hold regular G&T working party meetings
- To attend borough meetings on G&T provision in Hillingdon
- To employ mechanisms to address able underachievers
- To work with individual teachers or departments to identify opportunities to enhance the learning of the cohort
- To manage YG&T memberships
- Regularly review the G&T policy

**5.3 Head of Faculty/Head of department**

- To oversee the schemes of work – differentiation and strategic approach
- Faculty/department agendas to regularly include G&T issues under the heading of teaching and learning
- Review schemes of work to confirm opportunities or consider new ones
- To monitor appropriate learning – differentiation, setting, withdrawal, special tuition – master classes, acceleration, working with students
- To ensure that enrichment/extension material is being used by all subject teachers
- Pass names to G&T co-ordinator of students who meet their subject criteria
- To identify a faculty representative to liaise with the G&T co-ordinator and to establish mechanisms for co-ordinating and monitoring progress of G&T students

**5.4 House Managers**

- Where appropriate provide mentoring support to specific students (e.g. able underachievers)
- To have as a regular agenda item at meetings
- To provide discrete pastoral care when required

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### 5.5 Faculty Representatives

- Responsibility for coordinating the G&T policy within the faculty
- To feedback information regarding G&T provision to the faculty
- To aid the Head of Faculty/Head of Department in collecting information regarding G&T students
- To regularly attend G&T working party meetings

### 5.6 All Staff

- Develop a learning climate within the classroom and around the school
- Differentiate the curriculum appropriately, using the CQS attached
- Provide enrichment and extension tasks to G&T students in their subject
- Pastoral support – to support students in their understanding of special abilities and not to single them out as odd or different
- Establish a dialogue with students to include higher order questioning techniques
- Class teachers to support identification of students, teach students, implement differentiation, share outcomes and to contribute to the data base within the department.
- To provide information to parents as to progress of G&T students.

### 5.7 Students

- To actively engage in the extension & enrichment work provided by staff
- To attend extra curricular opportunities to enhance their own gifts and talents
- To offer emotional/social support to their G&T peers

### 5.8 Parents

- At all time there must be a 3-way partnership between parents, students and the school
- Parents must be kept informed and it will be the responsibility of the G&T co-ordinator to do this
- Actively encourage their children to attend extracurricular activities to enhance their gifts and talents
- To support their children in pursuit of their gifts and talents

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| Features                         | Prompts  | Evaluation of Practice in relation to providing challenge for all learners |            |           | Evaluation of Practice in relation to providing challenge for G&T learners |            |           | Evidence to support self-evaluation of practice in relation to G&T learners |
|----------------------------------|--|--|------------|-----------|--|------------|-----------|---|
|                                  |  | Not so well  | Quite well | Very well | Not so well  | Quite well | Very well |   |
| Conditions for Learning          | <p>How well do learning conditions ensure that learners are healthy and safe?</p> <p>How well do learners enjoy and achieve in their learning?</p> <p>How well is learning structured to ensure that learners can make a positive contribution and make informed decisions about their future?</p> <p>How well are learners enabled to use, demonstrate and develop their gifts and talents?</p> |  |            |           |  |            |           |   |
| Development of Learning          | <p>How well is knowledge of learning development applied and adapted to support the development of learning?</p> <p>How well are learners enabled to take charge of their learning and become self-regulating?</p>   |  |            |           |  |            |           |   |
| Knowledge of Subjects and Themes | <p>How well are subject knowledge and skills used to stimulate and challenge learners?</p> <p>How well is learner proficiency developed through</p>  |  |            |           |  |            |           |   |

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|                                       |   |  |  |  |  |  |  |
|---------------------------------------|---|--|--|--|--|--|--|
|                                       | <p>specific subject knowledge and skills?<br/>How well is the curriculum adapted to address the needs of different learners?</p>  |  |  |  |  |  |  |
| Understanding Learners' Needs         | <p>How well are the academic, emotional and social needs of the learner identified and addressed to raise achievement?<br/>How well are barriers to learning identified and removed? How well are learners challenged?<br/>How well is learners' progress assessed, monitored and evaluated in order to raise achievement?<br/>How well are the training and learning needs of adults identified in order that they meet the needs of learners?</p> |  |  |  |  |  |  |
| Planning                              | <p>How well does planning build on learners' prior knowledge and attainment?<br/>How well is planning used to improve outcomes for all learners?<br/>How well are activities planned that are qualitatively different and ensure extension, enrichment and progression?</p>   |  |  |  |  |  |  |
| Engagement with Learners and Learning | <p>How well are teaching and learning skills and resources deployed to extend, inspire and challenge learners?<br/>How are available organisational structures and settings within the school used to identify potential and raise achievement?</p>   |  |  |  |  |  |  |
| Links Beyond                          | <p>How well are learning, and opportunities for learning,</p>   |  |  |  |  |  |  |

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|---------------|--|--|--|--|--|--|--|
| the Classroom | beyond the classroom encouraged, known about, built upon and celebrated?<br>How well are parents and carers included in supporting and developing their children's learning? |  |  |  |  |  |  |
|---------------|--|--|--|--|--|--|--|

History

| Date     | Issue | Status   | Comments  |
|----------|-------|----------|---|
| 19.05.06 | 1     | Draft    | Issue to governors to review prior to Student Committee Meeting |
| 06.06.07 | 2     | Updated  |   |
| Feb 2010 | 3     | Updated  | To Student Committee 23.02.10                                   |
| 23.02.10 | 3     | Accepted | By Student Committee  |

Issue No: 3

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Doc Ref: Gifted and Talented Policy - Statutory