



Groby Community College

Achieving Excellence Together

GIFTED & TALENTED POLICY 2012 - 2014

Reviewed: Robert Coles: May 2012
Agreed: Teaching, Learning & Achievement Committee: June 2012
Next review: Summer 2014

Signed:.....
Chair of Governors **Date**

General Rationale

Through a carefully structured and implemented policy for gifted and talented students in the Bosworth/Groby family of schools we will ensure those who have gifts and talents in any area of ability are encouraged to develop these to the full, thereby ensuring that potential is achieved and positive attitudes to learning are promoted so that young people leave school able to make a positive contribution to society.

Opportunities be provided through a broad balanced and differentiated curriculum, appropriate to their needs and underpinned by essential personal and social support structures within the school.

The values and aims are based on our motto '**achieving excellence together**' and our vision statement developed by all our staff and students in 2011.

Vision Statement

We are a proud and aspirational community whose goal is to be outstanding. We believe in working together with students, staff, parents, partner schools and the community to achieve excellence for everyone. Valuing and developing each member of the college is central to our drive to be an outstanding school for our local community.

*Excellence means having the **highest expectations of our students and their potential**. Each student's achievement is guaranteed by outstanding teaching and learning which is creative and engaging for all. **No student will be left behind** and we must challenge our students to recognise that true success comes from hard work.*

Values and aims

- Working together in partnership for excellence 11-19
- Showing pride in our belonging to the college and the campus.
- Be ambitious to be the best and be outstanding in all that we do.
- Be aspirational for the achievement of all
- Celebrate the success of all that we do and who we are
- Ensure excellence in teaching, learning and outcomes
- Have high expectations for all
- Value all – each other and our environment
- Respect one another
- Behave well so that we are all free to learn.
- Ensure excellence through hard work

Aims

General Statement

The aim is to provide equal opportunities for all students, including those of very high ability, to achieve their full potential. In order to achieve this we will:

- Pay particular attention to meeting the needs of gifted and talented students.
- Create an environment in which all kinds of achievement are overtly valued and in which gifted and talented students can achieve excellence without embarrassment, fear of recrimination or stereotyping.
- Develop strategies within and out of the classroom to enable these students to cope socially and emotionally with their high ability, and which will promote the development of self-esteem and self-confidence.
- Ensure our gifted and talented students achieve their full potential by being offered a sufficiently challenging curriculum.
- Promote partnerships with the parents of these students to ensure harmonisation of home-school approaches and attitudes.
- Establish links with people and organisations outside the school to extend opportunities in specified areas.

Definition of Gifted and Talented in Bosgro Family of Schools

Gifted

Those who possess a high level of academic ability (either potentially or demonstrably) in a single subject or across a wide range of subjects.

Talented

Those who show an exceptional talent in a particular skill or curricular area. Talents such as leadership, creative imagination and social maturity should also be acknowledged.

Identification of Gifted and Talented students in the Bosgro Family of Schools

We accept that no one single method of identification is of itself adequate as a means of identifying the different exceptional abilities which gifted and talented students may possess. We therefore use a number of different methods in identifying gifted and talented students. Students will be identified using National data and subject specific criteria that have been developed by the school will be used to identify students in subject areas.

Parents will be informed that their child is to be included as part of the Gifted and Talented Group. Where possible parents will also be informed of the subjects areas where their child has been identified as gifted and talented.

Group membership will be reviewed annually by the Gifted and Talented Lead teacher

At Key Stage Three

A standardised MIDYIS score of 140+ would indicate a student is gifted (top 2%) and scores of 120 to 140 would indicate a **potentially** talented student (top 10%).

Other identification methods

Recommendations from Key Stage 2 identification list

Peer identification

Parental identification

Community identification

At Key Stage Four

An average Key Stage three teacher assessment of 45 or above would indicate a student is in the top 10%.

Other identification methods

Recommendation from Key Stage 3 identification list

Teacher identification

Peer identification

Parental identification

Community identification

At Key Stage Five

An average GCSE points score of 495 would indicate a student in the top 10%.

Other identification methods

Peer identification

Parental identification

Community identification

Bosgro Family of Schools approaches to Gifted and Talented Students

Provision

Each school/college uses the Institutional Quality Standards for gifted and talented education along with a number of other strategies to evaluate provision and develop an action plan for improvement. This will involve the adoption of Classroom Quality Standards for gifted and talented education.

This will include:

- Identifying the potential for high attainment within the provision
- Specifying the range of provision for gifted and talented students
- Providing access to appropriate opportunities, expertise, challenges and support in school and beyond.
- Personalised learning.
- Planning in depth and breadth.
- Developing independence through choice of activity.
- Extending learning through the use of new technologies.
- Provision of a stimulating learning environment.
- Ensuring that teaching and learning is differentiated and delivered through both individual and group activities.
- Dialogue with students provides focused feedback which is used to plan further learning

Organisation

- Staff receive training and professional development activities to enable them to meet the needs of gifted and talented students.
- Responsibility for gifted and talented provision is distributed, and evaluation of its impact shared at all levels across the schools/colleges.
- The policy is integral to the inclusion agendas and personalised learning approaches of each school/college. These are informed by and inform other policies and the school/college improvement plan.
- The school/college ethos and pastoral care systems identify and address the particular social and emotional needs of gifted and talented students in consultation with them and their parents/carers.

Monitoring and Evaluation

This will be carried out using any or all of the following:

Gifted and Talented Lead Teacher

- An annual review of the Gifted and Talented group/register
- An annual review of the opportunities being offered in the school in general.
- Lesson observation.
- Student interviews and questionnaire to gather views and inform planning
- Information from students concerned.
- Review of the gifted and talented register at regular intervals.
- Pupil tracking through National Curriculum assessment, moderation procedures, test/exam results and the school reporting system.
- Report to governors on the progress and attainment of gifted and talented students.
- Liaise with tutors and Heads of Year/Progress Managers regarding gifted and talented students.

Curricular Areas

- A regular review of schemes of work to confirm the opportunities being offered in the classroom.
- Ongoing portfolios of work samples compiled and presented by students.

- Lesson observation.
- Information from students concerned.
- All staff to review and monitor student progress.

AFL Strategies used in the Bosgro family of schools

- Detailed feedback that is expressed in terms suited to the ability of the student.
- Students to engage in dialogue with staff about their progress and learning giving them an appropriate degree of responsibility for their own learning.
- Set high, challenging targets
- Ensure students are aware of their standard of achievement.
- Self and peer assessment, based on clear understanding of criteria, are used to increase students responsibility for learning.

Transfer and Transition

Between year groups

- Tracking, assessment and target data to be passed on before a move
- A common range of types of additional support for individuals at risk of underachievement

Between Schools and Colleges

- Use transfer and transition meetings to pass on information
- Specific data relating to subjects to be communicated between heads of departments
- Criteria for subject identification to be shared in order to work towards agreed criteria
- Moderation of gifted and talented students work at partnership meetings
- Each student will have an interview before transfer to collect and share information

Monitoring of this policy through:

- Data analysis each half term to monitor the progress of students on the gifted and talented register
- Intervention in order to target specific students on the register not deemed to making the expected levels of progress
- Student voice each year as part of T&L surveys / exit surveys and focus groups
- Pastoral information and updates / parental feedback
- Observations and drop-ins of high ability sets and other lessons

The Policy will be reviewed on a **two yearly** basis by:

- Senior Leadership Team
- Governors (Teaching, Learning and Achievement Committee)