

FRANCES BARDSLEY ACADEMY FOR GIRLS



Gifted & Talented Policy

This policy was written and adopted on
The policy will be reviewed on

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Appendix 1 Roles and Responsibilities

1. AIMS

Through this policy and our practice, we aim to:

- Provide a common **definition** of “gifted and talented” and an understanding of the needs of these students.
- We believe that pupils can be ‘talented’ at a subject and have a natural flair which needs to be celebrated and recognised.
- Assist all staff in **identifying** gifted and talented/gifted students confidently. Using SIMS and Department meetings.
- Provide basic guidance on the **responsibilities** and roles of teaching staff regarding the support of gifted and talented/gifted students
- Encourage the use of **differentiated provision** within the mixed ability classroom and beyond through challenge, enrichment and extension of learning.
- To utilise the challenge symbol in class and for homework.
- **Support the needs** of our students and help them to develop to their **full potential**.
- Encourage students to **think and work independently**.
- Provide Masterclass sessions and trips to stretch and inspire learning and provoke challenging conversations.

The Frances Bardsley Academy implements provision for gifted and talented students because we seek to provide education suited to each student’s age, ability and aptitude. We strive for excellence and celebrate achievement of all our students. We believe in supporting and ‘extending’ students in all aspects of their abilities in order that they can maximise their potential, regardless of their age, race or disability.

‘Ensuring that the brightest pupils fulfil their potential goes straight to the heart of social mobility, of basic fairness and economic efficiency.’

(A Smithers, and P Robinson, *Educating the highly able*, Foreword by Sir Peter Lampl, Sutton Trust, 2012)

2. Who are the “Gifted and Talented”?

A Curriculum of Opportunity: Developing Potential into Performance (accac 2003) identifies gifted and talented learners as those:

“... who require opportunities for enrichment and extension that go beyond those provided for the general cohort of learners. “

The term “gifted and talented” encompasses learners who are gifted across the curriculum as well as those who show talent in one or more specific areas.

At Frances Bardsley we use the general term “gifted” to refer to students who have ability in academic subjects e.g. Maths or English. We identify “gifted” students as those who demonstrate exceptional ability in one or more areas, and represent 5% of each year group.

Similarly, 5% of the most talented students in each year group are also identified. “Talented” students are defined as having a noticeable talent in certain areas. These students show particular ability in subjects or activities such as movement, music and art.

3. Identification of the Gifted and Talented

The school builds up records on individual pupils using information from the following:-

1. Cognitive Ability tests (NFER/CAT scores)
2. Flight Pathways
3. Reading ages
4. GCSE estimated grades
5. Transition discussion in feeder primary schools
6. Teacher reports
7. Parental feedback
8. Transition from Key Stage 2 to Key Stage 3
9. Teacher and department pupil nominations for excellence in subjects.

Teaching staff are asked to identify gifted students using subject specific criteria. The students are noted particularly when they are named as gifted in several subject areas.

A range of broad qualities shown by gifted and talented learners in areas of learning and attitude across the curriculum often include the ability to:

- Think quickly and accurately
- Work systematically
- Generate creative working solutions
- Work flexibly
- Communicate their thoughts and ideas well
- Achieve, or show potential in a wide range of contexts
- Be particularly creative
- Show great sensitivity or empathy
- Demonstrate particular physical dexterity or skill
- Make sound judgements
- Be outstanding leaders or team members
- Be fascinated or passionate about a particular subject/interest
- Demonstrate high level of attainment across a range of subjects, within a subject, or aspect of work.
- Be resilient with their learning and challenges they may face.

While it is highly unlikely that a gifted and talented learner would portray all of the above qualities, many learners may exhibit a number of these traits possessing extensive general knowledge.

- Showing good insight into cause-effect relationships
- Easily grasp underlying principles, and need the minimum of explanation
- Quickly make generalisations and extract the relevant points from complex material
- Having exceptional curiosity and constantly want to know why
- Being perceptive in discussion about peoples' motives, needs and frailties

Particular care is taken to try and identify gifted students who are under-achieving and those who have English as an additional language, for whom tests may not be accurate.

4. Strategies to enhance opportunities for all students which benefit gifted and talented students

The school believes that the development of skills and ability should not be an add-on experience, but is most effective when embedded in the curriculum and delivered through high quality teaching and learning.

These will vary depending on individual, class and curricular needs but may include the following:

- Classroom organisation and grouping/target grouping;
- Seating plans;
- Opportunities to focus on particular activities to develop knowledge and skills;
- Independent and resource-based learning opportunities;
- Extension and enrichment learning activities;
- Appropriate resourcing including reference materials and ICT;
- Encouraging thinking skills, higher order learning skills, skills-based learning, creativity, different learning styles, multiple and emotional intelligence;
- Working with/activities with older students where appropriate or feasible;
- Supporting peers/younger students in particular areas of work/activity;
- Opportunities beyond the classroom, out of school hours learning opportunities;
- Partnership working with other schools, colleges and businesses, engaging in co-operative activities with other organisations, providing social networking opportunities for students;
- Mentoring and pastoral support;
- Monitoring, assessment and providing feedback; regular reviews to ensure appropriate support is provided.
- develop their culture and ethos so that the needs of the most able students are championed by school leaders

5. Grouping policy

At Key Stage 3 (Years 7 and 8), the students split into two bands. The students are placed into broad academic sets for some subjects (Sets 1 – 5) and for other subjects they are taught in mixed ability groups. A student's movement between sets is possible as a result of changes in attainment and progress.

At Key Stage 4, the students follow two pathways (Frances and Bardsley) based on the attainment, progress and potential. The students are set for Mathematics, English, Science and MFL in both pathways. Option subjects are taught in mixed ability groups.

In mixed ability groups, the school requires that the needs of the gifted student is met by open-ended extension materials or other methods of curriculum enrichment. Gifted students should have differentiation by task, with the difficulty set to access a suitably challenging level to accelerate learning.

6. Curriculum

The Frances Bardsley Academy is committed to success for all students. The programmes of study reflect this philosophy. It is intended that all schemes of work will have enrichment and extension activities.

As part of their curriculum planning, Heads of Department should avoid low order thinking activities, which use up valuable curriculum time, and work which is repetitive and lacks progression. Heads of Department should be using Bloom's Taxonomy to stretch and challenge pupils' progression in their subject area.

Our curriculum and teaching is founded upon finding the best "match" between the various needs of the child and the resources available and teaching approaches.

Our enrichment activities aim to:

- Inspire students
- Encourage empathy
- Encourage creativity
- Use problem solving
- Research & development
- Effective differentiation
- Encourage individual responses
- Stress **process** not just product
- Encourage high quality thinking
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Enrichment activities are managed by (Clare Dorber) who co-ordinates a programme of activities for these students.

7. Monitoring of progress of gifted and talented students

The school has a designated whole school co-ordinator. At the Frances Bardsley Academy this role is held by (Clare Dorber) . She liaises with all staff to create a register for the gifted and talented and tracks the students' progress. Each Head of Department will link with the Co-ordinator to ensure the school policy is implemented. Each Head of Department will also put forward a member of staff from their department to teach a Masterclass session after school.

In addition, the MAT Co-ordinator should:

- Use Sixth Form learning mentors to monitor learning opportunities in subjects;
- Liaise with HODs to create individualised targets for students who are gifted or talented in their subject area;
- Monitor the progress of MAT students;
- Deliver professional development about the gifted and talented;
- Consult with parents about how to support their child who is gifted or talented;
- Provide a report to the Governors' PC&W Committee 3 times a year.

8. Assessment

Assessment of work by gifted students needs special consideration. We recognise the need for able students to fail sometimes and to learn from this experience. We strive to build up the resilience of all our students so that they develop a thirst for knowledge and self-improvement. Teachers must also continue to present sufficient challenge to **all** students.

Our policy recognises that gifted students see the connections between ideas which are not usually perceived by their peers and therefore addressing unusual insights can also be challenging for a teacher.

9. Pupil Welfare

Gifted students can appear way ahead of their chronological age. This could lead to unfair expectations placed upon such children. We will be alert to the possibility that some gifted students can become socially isolated. All teachers monitor underachievement caused by gifted students feeling threatened by peer pressures. It is important that we seek to accommodate all individuals within “our learning community”.

Praise is just as important to gifted students as to others and teachers will continue to praise and reward all students for their effort and attainment, whatever their level of ability.

10. Inclusion

In order to ensure equanimity, the MAT Co-ordinator will ensure that all gifted and talented students are tracked by the following characteristics: ethnicity, EAL and FSM.

11. Communication with parents of gifted and talented students

We believe that good communication links between home and school help to support the progress and development of gifted and talented students. Once a student has been identified as gifted or talented, parents are notified via Parentmail. In addition, an information session for parents will be held enabling parents to learn more about the opportunities available for their daughters.

12. Monitoring and Review

This policy will be reviewed annually by the MAT Co-ordinator in consultation with the Senior Leadership Team. It will be reviewed within two years by the Governing Body Curriculum Working Party.

APPENDIX 1

**Gifted and Talented
Roles and Responsibilities**

Headteacher

- Overall responsibility for education of all students.
- Clear commitment and support to the “Gifted and Talented” initiative



Assistant Headteacher

- Senior Manager
- Responsible for Whole school provision for “Gifted and Talented” and drafting the whole school policy.
- Encouraging/facilitating/developing provision
- Keeping this issue on the school agenda.



Co-ordinator for Gifted and Talented Students

- Drafting whole school policy
- Overseeing common identification policy and practice
- Maintaining a whole school register
- Circulation of information to subject staff, pastoral staff and Leader team.
- Tracking progress of individuals and groups of students.
- Monitoring and evaluation of provision

Enrichment Co-ordinator

- Organise a programme of activities for gifted and talented students
- Encourage departments to provide enrichment activities for gifted and talented students.



HOD

- Department policy
- Subject specific enrichment and extension opportunities
- Carrying out regular work scrutinies to monitor whether gifted and talented students are being stretched



Individual Teachers

- Identification of able students.
- Appropriate teaching and learning styles.
- In class extension opportunities meeting individual needs should be built into every lesson.