

Dixons City Academy

Policy Documentation

Policy: Gifted and Talented

Responsibility for Review: Vice Principal - Learning & Innovation
Date of Last Review: September 2012

Gifted & Talented Policy

Statement of Policy

The Academy is committed to providing students of all abilities with the best possible learning experiences, will identify those students who are gifted and/or talented and meet their learning and development needs.

The aims are to ensure that:

- Whole-school and subject procedures are in place to identify Gifted and Talented students;
- All relevant staff are aware of the Gifted and Talented students and their individual needs in order that they can plan;
- All teaching staff have suitable training and guidance in order for them to meet the needs of their Gifted and Talented students.

Procedures:

Definition

Gifted students have a broad range of achievement or the potential of achievement, across a variety of subject areas, at a very high level, often, but not always, accompanied by very well developed learning skills. *For further detail, see the checklist in Appendix 1.*

Talented students have one or more specific talents, such as sport, music, drama or art and not necessarily across all areas of a student's learning. *For further detail, see the checklist in Appendix 2.*

We acknowledge that there may be gifted students who are **not** currently achieving highly. This may be for a variety of reasons and the Academy has a duty to identify such students and offer appropriate support and encouragement. *For further detail, see the checklist appended.*

Identification:

The Academy will identify gifted and talented students by a combination of a variety of objective tests such as:

- The Y7 entry test, MIDYIS, YELLIS and ALIS;
- Prior examination achievement such as SATs, GCSE results;
- Reports from previous schools;
- Subject-specific assessments;
- Teacher observation and recommendation;
- Exceptionally high achievement in Music, Drama or Dance.

Provision:

Gifted and Talented students will be recorded on the Gifted and Talented register and provision will be made in the following ways:

- Subject Heads will be required to ensure that the schemes of work and lessons taught are differentiated in order to meet the needs of all students and provide for extension, enrichment and acceleration, where appropriate.
- Heads of Department (HoDs) will monitor the progress of, and the provision for, identified Gifted and Talented students within their department and will work collaboratively within the department to ensure continuous improvement in that provision.
- Appropriate individual subject targets, which take into account all available assessment information, will be set for all students and will be the subject of regular review between subject staff and students.
- Heads of Department, Heads of Year, the Senior Assistant Vice Principal, Student Progress & Engagement and the Gifted and Talented Coordinator will overview the progress of the identified students and will take responsibility for co-coordinating intervention where progress does not meet expectations.
- Gifted and Talented students will be actively encouraged to take part in enrichment work and extra-curricular activities, including out-of-school events and Innovation Days. These activities will be subject to regular review, with the objective of ensuring that we are catering for as wide a range of interests as possible.
- Quality training in identifying and providing for the needs of all students, including those who are Gifted and Talented, will be available to all staff and will be updated for new staff.

Departmental policies will specify:

- The agreed Academy definition of Gifted and Talented plus any departmental additions;
- The means by which Gifted and Talented students are identified and registered;
- The provision that is made for Gifted and Talented students in terms of differentiation, enhancement, enrichment, acceleration, support and extra curricular activities;
- The ways in which underachievement of Gifted and Talented students is identified and addressed within the department;
- The ways in which pastoral and cross curricular links are maintained for the support of Gifted and Talented students;

Pastoral provision (year heads and form tutors) will have regard to:

- The agreed Academy definition of Gifted and Talented;
- The means by which Gifted and Talented students are identified, and the way in which they are individually monitored and supported by form tutors/year heads (See Appendix 3);
- The provision that is made for Gifted and Talented students in terms of support, enrichment and extra curricular activities;
- The ways in which underachievement of Gifted and Talented students is identified and addressed academically and pastorally;
- The ways in which pastoral and cross curricular links are maintained for the support of Gifted and Talented students;
- The annual action plans in terms of Gifted and Talented.

Appendix : 1 Checklist for Gifted and Talented

Gifted and/or talented students may exhibit many of the following attributes:

- High level of ability (top 5%), confirmed by standardised test scores on group or individual ability tests;
- Superior powers of reasoning, inductive and deductive (dealing with abstraction, perceiving relationships);
- Logical approach to problems;
- Processing information easily, able to memorise quickly, able to read and absorb text rapidly;
- Able to select and retain significant information (not necessarily from written text);
- Learns easily, quick recall of factual information, may have learned to read or to manipulate number pre-school;
- Outstanding, keen and critical powers of observation;
- Shows originality of thought, inventive in response (may be verbal, not written) to open-ended questions or activities;
- Superior language development, (could be verbal rather than written language), extensive vocabulary;
- High standard of work, able to undertake tasks independently **when motivated**;
- Creative, vivid imagination, flair or distinctive style;
- Demonstrates intellectual curiosity;
- Scores highly on non-verbal tests
- Displays outstanding inventiveness in design and construction
- Skilful body management showing a high degree of control and coordination.

The following characteristics are not themselves an indicator of giftedness but are personality characteristics often associated with gifted or successful children:

- Displays a good sense of humour;
- Wide range of interests, responsive to new ideas, versatile;
- Absorbed by interest in a particular subject and achieving a superior level of expertise in it;
- High level of motivation (when interested), perseverance in solving problems and pursuing interests;
- Mature for age, socially aware, emotionally stable and confident;
- Popular with peers, may relate well to other children and adults;
- Orally knowledgeable, insistent talker but unproductive in written work;
- May have unanticipated difficulty in learning basic skills, particularly writing and spelling.

Appendix 2: Checklist for Gifted and Talented

Indicators of Gifted and talented students who may be under-achieving:

He or she may be:

- Anti-school
- Orally knowledgeable but poor at written work;
- Apparently bored, restless or inattentive;
- Absorbed in a private world;
- Tactless and impatient of slower minds;
- Friendly with older students and/or adults;
- Excessively self-critical;
- Unable to make good social relationships with peers and teachers, but able to make successful relationships with non-authoritative adults;
- Emotionally unstable;
- Outwardly self-sufficient.

But also:

- Creative when motivated;
- Quick to learn;
- Able to solve problems;
- Given to abstract thought;
- Able to ask provocative questions;
- Persevering when motivated;
- Inventive in response to open-ended questions and activities.

Appendix 3: Pastoral provision for Gifted and Talented

Pastoral support from form tutors, HOY, will be::

- Informed by a wide variety of identification and assessment data including: prior examination achievement such as SATs, GCSE results; previous school reports; subject specific assessments and progress grades; teacher observation and recommendation;
- Informed by the agreed Academy definition of Gifted and Talented but encompassing performance in PDS and knowledge of extra curricular and out of College performance;
- Delivered through: formal twice-a-year form tutor/student individual interviews and informal day-to-day discussions and observations;
- Focused, if necessary, on any underachievement, in order that tutor/student counselling or tutor/tutor consultation or intervention can take place;
- Regularly on the agenda of year group tutor meetings where individual children are identified and discussed, and provision decided upon;
- The focus of informal discussions re provision between form and subject tutors;
- The focus of formal discussions re provision between HoY, HoD, the IN team, careers staff and the G&T Coordinator
- Directed at guiding individuals to appropriate curricular, vocational and extra-curricular provision;
- Monitored and formally recorded, where appropriate, by the G&T Coordinator.