

The International
school & community college

Unlocking Potential

GIFTED AND TALENTED POLICY

Reviewed: July 2011
Date of Next Review: July 2012



Unlocking Potential – Raising Achievement

BSF Phase 1 - Our transformed school buildings will be completed by September 2011

Vision Statement

The International School is committed to providing a rich and challenging curriculum for all its learners; one that promotes the highest standards and encourages each and every individual to achieve their full potential. We as a school recognise that some students have particular gifts or talents and should ensure that there is a strategy in place to meet their needs.

It is the intention of the school to provide an appropriate curriculum and adequate support to enable each student who has been identified as gifted or talented to reach their full potential.

We are committed to providing an environment, which encourages all pupils to maximise their potential or personal achievements and this clearly includes pupils who display some excellent form of gift or talent.

What is Gifted and Talented?

There is no typical student and therefore no typical very able, gifted or talented student.

The term 'Gifted and Talented' is not, to be understood as referring to the most able children in the national population. The term should be seen as relative and refers to the top 5% to 10% of any school, regardless of the ability profile of pupils at the school. According to MES

- Gifted students have ability in one or more curriculum subjects.
- Talented students have ability in subjects outside the National Curriculum such as sport and, expressive arts.

Within the school we recognise that Gifted and Talented pupils can be:

- Good "all rounders".
- High academic achievers in certain areas of the curriculum.
- Of high ability in a particular skill or talent.

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

We are committed to:

- Help our students to develop their skills and abilities, intellectually, emotionally and socially.
- Provide teaching which makes learning challenging, engaging and enables pupils to reach their potential.
- The raising of aspiration for all pupils.-
- High expectations of achievement for all students.
- Greater enterprise, self-reliance and independence for all students.



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Identification

We aim to include staff, pupils, parents and carers.

Gifted and Talented students are identified by making a judgment based on an analysis of various sources of information may include:

- Information from Parents and Carers.
- Test scores -end of key stage levels; CAT scores, FFT.
- Assessment results.
- Teacher nomination - based on classroom observation, discussions with pupils, work scrutiny.
- Pastoral nomination - based on pupil self assessment, observation of pupils, self nomination.

There is a range of different abilities, talents or gifts that able pupils demonstrate. It is not only academic ability that is important to identify:

- Intellectual- aspects of language, mathematics, science.
- Creative- aspects of science, design and technology, creative writing.
- Artistic - art, music, drama.
- Practical- technological.
- Physical- sports, dance, movement.
- Social - personal and interpersonal, leadership qualities.

A student who has been identified will be put on the school Gifted and Talented 'register'.

This information is collated by the Gifted and Talented Co-Ordinator and is made available to all staff.

The Gifted and Talented register is regularly reviewed and updated.

Organisational and In-Class Approaches

- The coherent management of pupil groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of Gifted and Talented pupils in some groups there will be pupils who have gifts and talents in all groups.
- The provision of opportunities for Gifted and Talented pupils to work with pupils of similar ability. This may mean that it is appropriate for pupils to work with older pupils occasionally.
- The provision of enrichment/extension activities and tasks.
- Differentiation within subject areas.
- The development of independent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical.



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Co-Organisational Monitoring

The Gifted and Talented Co-Ordinator has overall responsibility for:

- Ensuring that the policy is implemented.
- Co-ordinating the monitoring of progress of students on the Gifted and Talented register.
- Ensuring that the professional development program includes relevant aspects of Gifted and Talented provision.
- Monitoring of classroom provision for G & T.
- Update the G & T register as appropriate.

Young Gifted and Talented (<http://ygt.dcsf.gov.uk/>)

As part of the enrichment program, students that meet the entry requirements will be made aware of Young Gifted and Talented and its role.

That is students who:

- Key Stage 2 SATS: combined raw score in the national top 5% in English and Maths.
- Cognitive Ability Test 3 - A Standardised Age Score of 129 or above in one battery.
- Key Stage 3 SATs - an examined Level 8 in mathematics or a level 8 teacher assessment in another subject at the end of year 9.
- Midyis Test - A Standardised Age Score of 129 or above in one battery (Maths, Non-Verbal Reasoning or Vocabulary).
- Yellis - Standardised Age Score mean of 126 or above World Class Tests (mathematics problem solving).
- NFER Verbal Reasoning and Non-Verbal Reasoning Series - standardised age can score of 129 or above merit or distinction.
- Test of general cognitive ability administered by a chartered educational psychologist (e.g. WISC, Stanford-Binet, BAS) - WISC or Stanford-Binet performance at or above 95th percentile. BAS GCA standardised score of 126 or above.
- GCSE / GNVQ - Capped point score from the best 8 subjects of 58 points or above (where A* = 8 points, A = 7 points etc.) or score of 428 or above (where A* = 58 points, A = 52 points etc.).
- Other test allied to university entrance (e.g. TGA) - performance at or above 95th percentile.

The school will automatically apply for Young Gifted and Talented membership for students on the Gifted and Talented register. Students will be made aware of the availability of summer schools and supported in their applications if necessary. Some financial support may be available from the school subject to normal budgetary constraints.



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Gifted and Talented Underachievement

Underachieving Gifted and Talented students are identified through the comparison of achievements in subject areas with the expectations of achievement suggested by CATS testing and prior performances.

Departmental test and continuous assessment records are also correlated on the school database. This facilitates the monitoring of each individual student's achievements across the curriculum and so helps with the identification of the onset of underachievement.

Provision

We meet the needs of Gifted and Talented students with a program including acceleration, extension and enrichment opportunities. Although, there is much over-lap in the concepts, basic provision typically consists of:

Acceleration

Students remain with their peer group but do work planned for older pupils.

- Gifted and Talented students in Design Technology take GCSE in Year 9.
- Early entry GCSE at the end of 10 in some areas of the curriculum.
- Students with English as an additional language take GCSE in their parental tongue as appropriate, often at the end of Year 10.

Extension

- All schemes of work should indicate appropriate extension resources and materials for use with Gifted and Talented students in lessons.

Enrichment Opportunities

Out of Class Activities

The following are offered and, although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practice and extend their skills.

Smallpeice – Engineering day for year 8 / 9 students.

Visit from University researcher – Year 10 GCSE.

University summer Schools - Year 10.

NAGTY membership information – Information to parents about opportunities offered.

Poetry Live – GCSE preparation.

University visit – Year 11 students and parents.

Maths competition – Year 10/11.



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Teachers should aim to:

Although these approaches should be common practice and of benefit to all students, they are particularly relevant to the Gifted and Talented student.

- Be aware of the students in their classes that are Gifted and Talented in their area of the curriculum.
- Making clear to students the high expectations of the teacher.
- Be a facilitator in order to help them discover for themselves.
- Effectively assess students' knowledge and understanding to avoid repetition.
- Set differentiated targets and objectives and encouraging self-target-setting and evaluation.
- Utilise higher order questioning - analysis, synthesis.
- Pose open- ended questions.
- Encourage students to ask questions themselves.
- Move on when a skill or concept is mastered.
- Provide the opportunity to demonstrate knowledge and understanding in a different way.
- Give students choices where possible.
- Provide the opportunity to work from a difficult text.
- Give time-restricted activities.
- Provide the opportunity to increased independence.
- Use accelerated learning techniques.
- Set tasks that reflect t a variety of learning styles.
- Use problem-solving and enquiry methods in group situations.
- Limit the use of worksheets that confine students' knowledge / creativity.
- Encourage students to evaluate their work and suggest areas for improvement.
- Involve students in the next stage of planning.
- Use of appropriately challenging ICT.
- Effectively teach the use of study skills.
- Provide differentiated homework used to extend work, not complete classroom tasks.
- Rewarding intellectual risk-taking.
- Design assignments or projects that go above and beyond what is covered in the regular classroom. Don't just give gifted students "more of the same."

Faculties should aim to ensure that:

- Identify the qualities of a Gifted and Talented student in their curriculum area.
- Identify the Gifted and Talented students in their curriculum area and inform the Gifted and Talented Co-Ordinator.
- Schemes of Work identify opportunities for Gifted and Talented students in their curriculum area.
- Develop suitable activities and resources for Gifted and Talented students in their curriculum area.



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- Identify opportunities for enrichment outside of the classroom for Gifted and Talented students.

Implementing the Gifted and Talented Policy and Development

We aim to:

- Ensure that all staff are aware of the Gifted and Talented Policy.
- Ensure that Faculty/Departmental schemes of work show extension and challenge materials.
- That individual teacher lesson plans identify strategies to allow the most able to succeed at higher levels.
- That the school monitoring policy will quickly identify underachievement of this group and strategies identified and implemented to address this issue.

Future development

We aim to:

- Increase the provision for talented students in Performing Arts and Sport.
- Increase the opportunity for students to use their personal qualities and leadership.

Gifted and Talented students in OFSTED Inspections

In relation to Gifted and Talented students Inspectors should establish:

- That Gifted and Talented students are sufficiently challenged in the classroom.
- That teachers know which students in their classes are Gifted and Talented.
- That teachers are able to describe what they have done to cater for these students.
- That teachers know what constitutes a Gifted and Talented student in their area of the curriculum.



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