

Mount Grace School

Policy	Developing able, gifted and talented students	Responsibility of	Ann Lawrence
Date of ratification	Autumn term 2010	Date of Review	Autumn term 2012

1. Purpose: Mount Grace seeks to ensure that able, gifted and talented students have the opportunities within school and beyond school, to realise their full potential. We are committed to developing students' academic potential as well as encouraging social and personal development and leadership skills. As a Business and Enterprise and Applied Learning specialist school we also seek opportunities to develop entrepreneurial awareness and skills.

- We are a member of NACE: National Association for Able Children in Education.
- We work with the Hertfordshire Gifted and Talented team.
- We work with the Aim Higher Programme at the university of Hertfordshire

2. Relationship to other policies

This policy should be read in conjunction with the curriculum and homework policies.

3. Procedures

1. Staff at Mount Grace School will identify students who are gifted academically in the main curriculum subjects and / or who have specific talents in and beyond subject areas, using the definitions in Appendix 1.
2. The names of identified gifted and talented students will be logged on the school register which will be reviewed annually in September after Y7 data has been received then after each school assessment round.
3. Faculties / departments will plan to provide opportunities in lessons, through homework and challenge activities to support all students, including able, gifted and talented students, in achieving then exceeding their target grades / levels.
4. Faculties / departments will ensure that the progress of Gifted and Talented students is closely monitored and plan intervention programmes to combat underachievement. Line managers will discuss the progress of able, gifted and talented students after each reporting round. If there is any consistent underachievement Heads of Faculty will address this in their FIP (Faculty Improvement Plan)
5. Faculties / departments will ensure that gifted and talented students are aware of career opportunities in their subject areas and encourage students' aspirations towards Higher Education.
6. Faculties / departments will consider, at least annually, the range of extension and enrichment opportunities they can offer beyond the classroom for gifted and talented students and other students who have interest in that curriculum area.
7. GTPs, NQTs and new staff will be trained to identify and develop able, gifted and talented students and lesson observations will have this as one area of focus in SLT and faculty reviews.
8. All teaching colleagues will consider the potential for cross-curricular activities and applied learning activities as part of 'Challenge' day arrangements to enrich and extend the challenges for able, gifted and talented students.
9. As a Business and Enterprise specialist school, students with specific skills and aptitude for Business and Enterprise will have access to challenging activities to develop their skills and enthusiasm.
10. Heads of Learning will monitor students' progress and provide mentoring for underachieving Gifted and Talented students.

11. The G&T Co-ordinator will produce an annual outline of support and opportunities available to students on the Gifted and Talented register and to others who want to become involved and will hold an annual meeting with parents to outline and explain provision in more detail.
12. The G&T Co-ordinator will seek feedback from students, parents and staff, annually, on the impact of provision and seek ideas for further developments.
13. The G&T Co-ordinator will report to Governors through the Pupil Achievement Committee at each meeting.
4. **Dissemination:** this policy will be shared on the P Drive/General Information for Staff/Policies
5. **Review:** to be undertaken by the Pupil Achievement committee every 2 years.

Appendix 1

Definitions

1. What does 'Gifted' and 'Talented' mean? There is a range of terminology used to describe this group of children including :
 - Able pupils
 - More able pupils
 - The very able
 - Exceptionally able
 - Gifted children
 - Talented pupils
 - Those with exceptional talent
 - Pupils with marked aptitude

The DfES, from its Excellence In Cities programme, uses the terms 'gifted and talented' and these are defined as follows:

Gifted	Top 5-10% of pupils per school as measured by actual or potential achievement in the main curriculum subjects
Talented	Top 5-10% of pupils per school as measured by actual or potential achievement in the subjects of Art, Music and PE

These definitions raise a number of issues but will be used flexibly by the school.

- a. The words 'gifted' and 'talented' above are so fixed to particular areas of subject content. It is possible for example to be a 'gifted' (as opposed to a 'talented') artist and many people would describe Mozart as an innately 'gifted' musician? Moreover, there could be other words and phrases that could equally (perhaps better) describe the qualities of a particular individual and there should not be any kind of an inherent hierarchy in the definitions (gifted above talented for example). However for clarity the above definition will be used.
- b. The definition is relational. Being 'gifted' and 'talented' in one school is not necessarily a matter of possessing an objective quality which would mark a pupil as being gifted and/ or talented in this school. Someone who is amongst the most able 5-10% in one particular school may not be here. Nor should the specific figures be set in stone, especially where age

cohorts are small and can vary significantly from year to year.

- c. Students develop at different rates and with students joining and leaving a school it may well be happen that a particular pupil will fall within the scope of the definition 'gifted and talented' in one year but may not fit that category in a subsequent year. Pupils could move in and out of the group and some indicators of giftedness may be misleading e.g. young children entering school very able and comfortable with language. A particular problem in misjudging the extent of high ability, which profoundly affects decision making about specific children's giftedness, relates to academic, chronological and social age. A child who is academically years ahead of his/her peer group may have the personal maturity of an average child of his/her age - and possibly the social skills of an even younger child.
- d. Although the definition refers to 'actual or potential' achievement, this itself is two different things. Everything within the school system is geared towards 'actual' achievement in terms of the process and end results of pieces of work. What about those highly able or gifted pupils who for one reason or other cannot or choose not to display their real ability – either consistently or at all - which may be outstandingly high? Perhaps they are bored and not stimulated by what is on offer in their classroom or they might be choosing not to 'shine' above their peers. They may have behavioural difficulties, be experiencing other barriers to learning or specific learning difficulties in one area which get in the way of their demonstrating their ability in another.
- e. Linked to this are such things as children possessing talents and aptitudes in a mother tongue which is not English, whilst it is also the case that high ability in some curriculum areas is much more easily recognised than in others; pupils who get the benefit of many educational opportunities from home for example may show ability much more obviously than those without access to these opportunities. Below is a checklist for what we might term the '**less obvious suspects**' in terms of the gifted and talented - highly able pupils who may be disadvantaged in some way and perhaps able underachievers.
- f. What isn't covered in the DfES definition? As well as high ability within subject areas, what about pupils who can think imaginatively and creatively or who demonstrate personal and social qualities and skills such as leadership and communication skills.

- g. The definition implies a degree of similarity between able pupils when in fact they may be the most diverse of individuals in a whole range of ways. **Just as there is no such person as a typical pupil, there is no such person as a typical 'gifted' or 'talented' pupil.**

Appendix 2

Gifted and Talented in the Classroom

In practical classroom terms, Gifted and Talented children are likely to present themselves to teachers in one or another of three groups:

1. Those whose outstanding ability is so evident (and in some cases linked with behaviours that cause difficulties in mixed-ability settings), that they force teachers to seek to develop specific strategies to cope with their high ability, even if there is no existing whole school policy.
2. A much larger group of children with high levels of ability (the DfES suggests about 10% of a school's cohort), who attain high levels of achievement and would specifically benefit from a school policy targeted on providing appropriately for Gifted and Talented children.
3. Children with high levels of ability, who do not achieve at a high level and who are in danger of being missed by those seeking to provide appropriately for Gifted and Talented children.

Able pupils can have/be : Good all-rounders

- High ability in one area only
- Of high ability but with low motivation
- Of good verbal ability but having poor writing skills
- Very able with a short attention span
- Very able with limited interpersonal skills
- Keen to disguise their abilities
- SEN (think of children on the Autistic spectrum)