

QUEEN ELIZABETH HIGH SCHOOL

GIFTED AND TALENTED POLICY

1.0 Rationale

- 1.1 We are committed to providing an environment which encourages all students to maximise their potential, including those students who are gifted and talented.
- 1.2 All students are individuals with their own special needs and requirements. We need to identify Gifted and Talented students in order to offer support and challenging learning opportunities. Strategies need to be devised and implemented to meet the needs of these students.

2.0 Aims

- 2.1 Recognise the needs of Gifted and Talented students, within a framework of equal opportunity for all students.
- 2.2 Support and motivate Gifted and Talented students to achieve their best.
- 2.3 Promote and develop a culture of excellence that will ultimately raise achievement across the school.
- 2.4 Provide opportunities for Gifted and Talented students to work at higher cognitive levels and/or develop specific skills or talents.

3.0 Definitions

- 3.1 'Gifted' students are students whose ability is developed to a level significantly ahead of their year group or who have the **potential** to develop such ability, although they may be underachieving.
- 3.2 'Talented' students are students with exceptional abilities in one or more of the following subject areas: Music, Drama, Dance, Art and Physical Education.

4.0 Identification

- 4.1 'Gifted' students are identified using a variety of processes and methods, including:
 - CAT Data;
 - Performance in internal and external examinations;
 - Teacher referral based on:
 - subject tests, exams and coursework;
 - continuous assessment;
 - independent study;
 - contributions to class discussions.
- 4.2 A student will be added to the gifted register if referred by teachers from three or more subject areas.

4.3 'Talented' students are identified through teacher referral based on:

- classroom performance;
- performance in extra-curricular activities

5.0 Provision

5.1 **Enrichment:**

Enrichment relates to breadth of study and experience. It involves offering learners a wide variety of opportunities, both within and outside the curriculum, and exposing them to experiences not usually encountered as part of the standard curriculum.

At Queen Elizabeth High School we offer enrichment opportunities for gifted students through a series of school or externally based sessions which offer a range of experiences beyond the curriculum. These sessions can be within normal school hours or after school.

The Art, Music, Drama and PE departments offer enrichment opportunities for talented students through specialist sessions run at intervals during curriculum time and through after school activities and clubs.

Other Departments also run enrichment sessions focussing more specifically on related skills and subject matter and catering more broadly to the most able and interested students in that curriculum area.

5.2 **Differentiation:**

Class teachers are responsible for planning and delivering learning experiences that provide challenge for gifted and talented students and enable them to achieve highly. Students follow the standard curriculum but should develop a deeper understanding through encountering more complex resources and materials, tackling more challenging questions and tasks, demonstrating higher levels of thinking, and presenting increasingly sophisticated responses. Effective differentiation in the classroom might include:

- providing students with a choice of activities, or alternative ways of approaching a task (differentiation by choice; differentiation by resource; differentiation by outcome)
- providing differentiated learning objectives (all/most/some students...)
- effective teacher-student discussion and questioning strategies
- planning activities that allow students to develop higher order thinking skills (analysis, evaluation and synthesis)
- considering grouping strategies, and roles given to students during group tasks
- recognising that G+T learners may need a different starting point for their work
- using extension activities (differentiation by pace; differentiation by resource)

Extension tasks provide an excellent opportunity for gifted and talented students to gain more depth to their understanding, but should not be the only form of provision. Students should not always be given *more* work to do, but rather approach tasks in a different way or with different emphasis.

At a departmental level, Gifted and Talented provision is a focal area in each department's development plan and departments set targets relating to improving the provision of classroom-based and enrichment activities designed to meet the needs of Gifted and Talented students.

5.3 Acceleration:

Involves fast tracking students with a gift in one or more subject area. The Deputy Head Curriculum will be responsible for deciding if any student is accelerated. The decision will be based on the ability of each student and whether there is an appropriate progression route, which does not necessarily involve sitting more qualifications at a higher level, following early entry.

6.0 The Role of the Gifted and Talented Co-ordinator

- 6.1 Act as the 'champion' of Gifted and Talented students by creating and sustaining positive attitudes towards them, establishing a shared understanding of their academic, social and emotional needs and helping to ensure that they receive the right blend of challenge and support.
- 6.2 Implement the Gifted and Talented Policy.
- 6.3 Hold and allocate the school budget for addressing these issues, deploying staff and other resources as necessary, and
- 6.4 Manage the Gifted and Talented Register, ensuring that is kept up-to-date and students are accurately identified on SERCO.
- 6.5 Organise and manage the enrichment opportunities programme.
- 6.6 Support departments in their provision of enrichment opportunities for Talented students.
- 6.7 Design and implement effective systems for monitoring and evaluating Queen Elizabeth High School's Gifted and Talented provision.
- 6.8 Support staff and provide them with guidance in meeting the needs of Gifted and Talented students.

7.0 Monitoring and Evaluation

- 7.1 Classroom provision for the Gifted and Talented students is monitored by senior staff and the Gifted and Talented Co-ordinator as part of an ongoing cycle of lesson observations and work sampling.
- 7.2 Individual progress of students on the Gifted Register is tracked through progress reviews, reports, internal and external examination results and the completion of Gifted Student Causing Concern referral sheets.
- 7.3 Gifted & Talented Co-ordinator to offer opportunities for regular, informal discussion instigated by Gifted & Talented students and their parents for monitoring and evaluation purposes.
- 7.4 The Curriculum and Pupil Development Committee, on behalf of the Governing Body, will monitor and review the policy on a bi-annual basis.

This policy was agreed by the Pupil and Curriculum Development Committee at their meeting on 22 September 2010.

Signed		Chair of Pupil & Curriculum Development Committee (Adrian Woolley)	Date	
Signed		Headteacher (Neil Morrison)	Date	
Review Date:	January 2012			