

School Policy



VERULAM SCHOOL
A Specialist Technology College

Gifted and Talented Policy 2014

Reviewed by Governors' Curriculum & Progress Committee	
Review Period	4 yearly
Date of Next Review	Spring 2018

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1. Introduction & background

The March Ofsted of 2014 stated:

- In 2013, a few of the more-able students did not make expected progress. The school has reviewed the provision for this group of students to ensure they are adequately challenged by the work they are given and that all of them reach their full potential. Tighter checking of their progress and improved support are now enabling more-able students to make at least expected progress, with the majority making better than expected progress.

In order for gifted and talented students to receive a coherent approach, it is necessary for all staff to be aware of this policy and to act upon it. We need to provide a consistent approach and to be aware that the gifted and talented have as much need of differentiated work as any other student.

Each faculty will be asked to consider their provision for this cohort of students and to monitor and develop that provision in line with curriculum developments and other school policies.

2. Ethos

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. This should be seen as an opportunity and not as a problem.

The school sets the core subjects and Modern Foreign Languages by the end of Key Stage 3. Other lessons follow an all ability model of teaching as far as possible. The gifted and talented will normally work within their Year group, but opportunities will be presented for them to work with their intellectual peers to allow challenge to take place.

3. DFE criteria for identifying gifted and talented students

- 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.

The DFE guidance is that the gifted and talented students should make up between 5% and 10% of the cohort. The ratio of Gifted to Talented should be 2/3 gifted to 1/3 talented.

Inclusion in the cohort is not permanent. If it is perceived by any of the concerned parties that inclusion is no longer beneficial, students may be moved out either temporarily or permanently.

Bright students who are able but underachieving or disaffected need to be identified and targeted. Behavioural problems will never be a reason for non-inclusion, nor will being on a Readmission or Behaviour Contract.

3.1 Identifying gifted students

Baseline data will be used to aid initial identification. A student will be identified as gifted if:

- If at Key Stage 2 they achieve level 5 or above across core subjects
- Have a GCSE APS of 54 or above.

In addition to these:

- Faculties and Pastoral teams will be invited to identify students who they feel fit the profile of a gifted student.
- Faculties will also identify the top 5% performing students in their area.
- Any individual member of staff can nominate a student.
- Parents and pupils can also nominate.

3.2 Identifying talented students

- Faculties, pastoral teams and parents are asked to identify students who may not fulfil the academic criteria above but who do display a particular talent in Art, Music, Drama or Sport.

4. The Curriculum

The school will provide the gifted and talented students with their full entitlement to the National Curriculum and, additionally, provide access to curriculum enhancement in both National Curriculum areas and, where appropriate, outside.

Subject teachers will be made aware of those students on the Gifted and Talented register and should seek to monitor progress against published attainment data. All staff must differentiate their teaching and homework in order to challenge gifted and talented pupils.

Head of faculties will advise colleagues on strategies to challenge gifted students.

The school will seek to discover and utilise a range of strategies to improve the teaching and learning of the gifted and talented. INSET may be required to facilitate this delivery.

5. Enrichment

The Coordinator for Gifted and Talented will plan an enrichment programme for those students identified as Gifted and Talented within the school. This will include sessions held within school led by school staff or external speakers, as well as educational visits. The aim of the programme will be to offer additional and different experience to broaden the perspectives of the Gifted and Talented cohort. In addition, the opportunity to meet with other Gifted and Talented students, sometimes across year groups, should be supportive.

Central to enrichment is the “Greater Challenge” programme which seeks to provide additional learning challenges for each year group.

These currently include:

- Year 7 – Maths Challenge
- Year 8 – Extended Project – English, Latin - MFL
- Year 9 – CREST award - Science
- Years 10 / 11 – Further Maths GCSE, Move to Aspirational Targets – top 15%
- Year 12 / Year 13 – EPQ, Oxbridge preparation, Peer Education

A range of other enrichment activities take place throughout the school.

6. Assessment

- Progress will be checked under the normal assessment policy..

7. Pastoral care

It is essential that the gifted and talented programme embraces the support the pastoral system is able to offer. The school must be able to accommodate the individual within the institution.

8. Organisation

The Assistant Headteacher Pupil Progress is responsible for monitoring provision and delivery of G&T opportunities. S/he reports to SLT and Governors’ Curriculum Committee.