Sir Christopher Hatton Academy

A Member of Hatton Academies Trust

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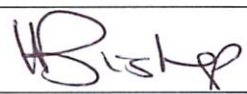
Approved	

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Gifted and Talented Policy

1. Rationale

Our Academy mission statement states that '*We aim for excellence in all that we do'.*

Our educational philosophy is a very simple one:

> *To develop the full potential of all our pupils according to their ability, both in the classroom and outside. This is achieved by encouraging pupils to work hard at their studies and join in the large range of extra-curricular activities available. We endeavour to do all this in an atmosphere conducive to learning created by mutual respect between teachers and pupils.*

This policy is an integral part of the Academy's broader development of maximum inclusion of educational opportunity for all pupils. It states our commitment to providing an environment in which all pupils are encouraged to realise their potential.

We endorse the NACE (National Association for Able Children in Education) mission statement – "…provide for pupils with high abilities whilst enabling all pupils to flourish."

All children need encouragement and support just as much as other children. All pupils should receive the education they need and if they need specialised or extra help because of a gift or talent they should have the same entitlement as pupils who find learning difficult.

2. Aims

This policy is intended to support the following aims:

- Raising the aspirations of all pupils
- High expectations of achievement for all pupils
- Greater enterprise, self-reliance and independence for all pupils
- Continual Academy improvement in quality of the provision of teaching to support all pupils regarding depth, breadth, pace and opportunity.

In order to achieve these aims, we will ensure that all pupils have opportunities to develop specific skills or talents.

All pupils are individuals with their own special needs and requirements. Gifted and Talented pupils need to be identified, targeted, supported and challenged. Strategies need to be devised and implemented, and pupil progress needs to be monitored (in much the same way as statemented pupils and pupils with learning difficulties/Special Educational Needs). This is not to say that able pupils are more worthy of individual attention than other pupils - rather that, within a framework of equal opportunity, they are entitled to have their needs recognised and addressed.

3. Definitions

Gifted and Talented are nationally recognised definitions. 'Gifted' is used primarily to describe learners who are able in academic subjects, whilst 'Talented' refers to those with a specific ability in areas such as sports, music, art or drama. 'Gifted and Talented' therefore refers to those with

particular ability in these areas, and students who are identified as needing stretch and challenge in said fields. In addition to Gifted and Talented, 'Able' is used to describe pupils who are particularly strong in any specific subject area.

Exceptionally able.

This is defined as someone in the top two percent of performance nationally.

Identification

In the first instance Gifted pupils are identified based on data using a combination of KS2 levels and CAT scores. Both teachers and parents are made aware of this cohort. Any student who achieves a level 5 in both English and Mathematics at the end of KS2 is considered to be 'Able' in a national context, and therefore these students make up the 'Gifted' cohort alongside those identified from the CAT scores. In order to ascertain who is 'Gifted' based on the CAT scores, verbal scores are double weighted and then students are identified based on their mean score. Approximately the top 10% of students from each year group are considered 'Gifted' due to their CAT score. The rationale being that students with high CAT scores may have the innate potential to achieve highly, but may not have achieved level 5s at KS2 due to other factors.

Once a pupil is identified as Gifted they cannot be removed from the register unless they either leave the academy or if there is strong reason and evidence to suggest that the pupil is reacting and performing negatively as a result of the Gifted labelling and that it may be of detriment to them.

Talented pupils are identified based on teacher or parent nominations. Talented subjects include Music, PE, Drama and Art. If a pupil is classified as able in two or more of these subjects then they are classified as Talented. Teachers are also asked to identify any exceptionally able pupils in any of these subjects. These pupils will be classified as Talented and will remain with this classification for their entire time at the academy. If a pupil falls slightly short of being exceptionally able but they are regarded as being outstanding in one of the above subjects then they may be classified as Talented by agreement between the head of department and G&T coordinator. The Talented cohort will be reviewed regularly and may change annually.

We invite parents/carers and pupils to be able to nominate a pupil for a talent, including self-nomination. The pupil may have a skill or talent that may not be recognised within the academy's curriculum, but which should be identified and recorded through the G&T and Able register. This may include involvement and success in teams, bands, clubs, competitions, etc. They are important elements within the identification process. The G&T coordinator will decide if the nomination detail should be added to the register accordingly.

Able pupils are identified using subject specific criteria. All staff are asked to identify those pupils who they believe to be particularly able in any subject area. This is usually the top 10% of the cohort, but can be more or less depending on cohorts. Subject specific criteria are used to ensure that all learners are given an opportunity to be identified. The G&T and Able register is regularly reviewed and updated on an annual basis. The subject based criteria used by each department to decide on these cohorts are available in the Appendix A.

In the event that a pupil is appearing as Able in a significant number of subjects, but is not identified as Gifted, then the G&T coordinator may choose to interview the pupil and speak with

teachers and parents/carers. This is to provide evidence to support and decide if that child should be added as a Gifted pupil.

Able, Gifted and Talented (AG&T) pupils are identified within the Able, Gifted and Talented Register. These are available to all staff on request from the Gifted and Talented Coordinator and also via the FROG VLE. The registers are collated and kept up to date by the Gifted and Talented Co-ordinator. All teachers are required to record all pupils who are Gifted, Talented or Able on their class profile sheets.

To support transition of pupils from Primary to Secondary Education we request our Primary Feeder Schools to provide transition information regarding every pupil – this includes completion of a Gifted and Talented Transition Proforma, allowing each primary school to inform us of Gifted and Talented pupils within their school, who may be joining us in year 7. The Gifted and Talented Co-odinator will use this information to smooth the transition process and help to ensure that important information regarding pupil gifts and talents are recognised.

If a pupil joins the academy after the beginning of year 7 the following process is applied. Teachers will be able to nominate the pupil as "Able" if applicable. If the pupil appears as Able in a few subjects then they will be CATs assessed to help inform our decisions regarding Gifted status. If the pupil is EAL then we will utilise the various cognitive assessments done in accordance with the EAL co-ordinator to support our decisions.

4. Organisational and in-class approaches

Important strategies include:

- Provide training to staff in AG&T provision through continual CPD, action research groups and the sharing of good practice
- The provision of opportunities for able, gifted and talented pupils to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with older pupils occasionally
- Providing information on the needs/strengths of each individual AG&T pupil for use in class profiles
- Each department has a G&T representative
- Auditing of department AG&T provision in accordance with the Classroom Quality Standards for AG&T (CQS)
- 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 or able pupils in some groups there will be pupils who have gifts and talents in all groups
- Ensuring that the supporting of AG&T pupils is the responsibility of all staff.
- A wide range of appropriate courses will be offered to pupils to match their ability and this may include pupils taking exams early or being entered for different courses to the rest of their year group
- Ensuring that pupils are provided with a broad learning experience and a number of flexible pathways and opportunities
- Support with a variety of programs that raise the aspirations of pupils, and develop their academic ability to prepare them for further study
- Support with applying to highly selective universities
- Support with applying for highly competitive courses
- Development of breadth and experiences that create opportunities for talents and abilities to emerge and be recognized – these include work related learning, critical

thinking, astrology, geology, NVQs, and an extensive Young Enterprise programme.

- Mentoring and additional provision for pupils of exceptional ability
- The provision of enrichment/extension activities and tasks
- Differentiation within subject areas to raise the level of challenge
- The development of independent learning by allowing pupils to organize their own work, to carry out tasks unaided, evaluate their work and become self-critical
- The use of ICT and online resources, such as IGGY, to provide additional materials and stretch and challenge AG&T students
- The use of Champions to identify, and mentor closely, students who are underachieving, particularly at Key Stage 4

5. Out of class activities

The following are offered on a regular basis 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.

- Enrichment visits and trips
- Aspiration raising programs
- Support with experience gaining activities, such as summer schools
- Academic development programs, such as mock trial teams and extended project
- Professional led workshops
- Residential experiences
- Academy clubs
- Musical and sporting activities

6. Organisation, co-ordination and monitoring

The Gifted and Talented Co-ordinator has overall responsibility for

(i) ensuring that the policy is implemented
(ii) co-ordinating the monitoring of progress
(iii) ensuring that the professional development programme includes relevant aspects of gifted and talented provision
(iv) Raising the level of challenge in the classroom
(v) Raising the profile and ethos of AG&T within the Academy
(vi) Strategies for the effective monitoring and tracking of underachievement in G&T with suitable methods of intervention. Identification is done with support from termly inclusion reports, where the Gifted cohorts are reviewed and assessed. In addition the Academy supports an academic mentoring programme done via form tutors.

This policy is reviewed every three years by the Gifted and Talented Lead Teacher and Co-ordinator in conjunction with the named Governor for Gifted and Talented.

7. Appendix A

Gifted and Talented Subject Specific Criteria

The following criteria have been developed to help to identify the most able pupils within the respective subjects below. Within SCHS the most able pupils are defined as the top 10% by year group. This equates to approximately 20 pupils per year.

Able pupils are identified using subject specific criteria. These have been created within each department and use a range of qualitative and quantitative strategies. The top 10% of pupils by year group in each subject are nominated by teachers. The subject specific criteria are used to ensure that all learners are given an opportunity to be identified. The Able register is regularly reviewed and updated on an annual basis. (10% equates to approximately 20 pupils per year.)

The subject specific criteria are:

1. Geography
2. Design and Technology
3. English and Media Studies
4. Science
5. MFL
6. Maths
7. Drama
8. History
9. PE
10. ICT
11. Music
12. RE
13. Art and Design

1 .Gifted and Talented Criteria for Geography

How do we identify our Most Able pupils?

Gifted is a term used to describe students with particular academic ability. However because the word is used in different ways by teachers, it is important to understand its meaning within G&T education. In the UK, it relates to academic ability.

Identifying talented learners can cause teachers concern, particularly when talents are 'hidden'. Looking beyond the use of rigid assessment procedures offers teachers more flexibility in the identification of talent.

We have been given lists of the Gifted and Talented top 10% of pupils by year group that the Academy has identified. Not all the pupils on the G&T list are the "Most Able" in Geography.

Who are our "Most Able" pupils in Geography?

Geography criteria for identifying our pupils:

1. Ability to pose questions about information received.
2. Ability to answer 'Why do you think…?' questions within geographical context.
3. Ability to understand geographical issues in global terms.
4. Ability to draw conclusions as a result of a highly developed geographical insight.
5. Ability to make creative and realistic solutions to geographical problems.
6. Highly evaluative of their own and others solutions.
7. Undertake geographical research on own initiative.

Additional tasks at KS3 have been developed in conjunction with our assessments and an extension tasks created for GCSE coursework.

Provision of G&T support at KS5 is offered in the form of the AEA paper.

2 .Gifted and Talented Criteria for Design and Technology

Students identified as Able in Design and Technology must meet the following criteria, in relation to their peer group:

- They demonstrate high levels of technological understanding and application.
- They display high-quality making and precise practical skills. They are able to work with a range of materials, tools and equipment, and components independently and with a high level of precision to produce products that are reliable and of high quality.
- They are able to demonstrate a range of imaginative and creative ideas/solutions to set problems, and communicate these clearly using appropriate methods. Often this may be in the form of flashes of inspiration with highly original and/or innovative ideas.
- They show a good understanding of the design process and apply this to their work with creativity.
- Are able to research using a variety of techniques to seek the information they require.
- They are able to select from, edit and use the information gathered to identify the needs of a variety of possible client groups.
- They are able to identify, explain and justify suggested solutions to a set problem.
- They are able to generate accurate working plans and then use these to make appropriate use of time and resources. Where necessary they make changes to these plans in order to make the required progress, considering the physical and working properties of the materials they are using.
- They are able to evaluate their work using a range of objective criteria. They use their findings to suggest developments and modifications.
- They are able to communicate their work to a high level, using CAD/CAM independently where appropriate.
- They can demonstrate different ways of working or alternative approaches to issues
- They can be sensitive to aesthetic, social and cultural issues when designing and evaluating.
- They are capable of rigorous analysis and interpretation of products
- They can work comfortably in contexts beyond their own experience and empathise with users' and clients' needs and wants.

3. Gifted and Talented Criteria for English and Media Studies

In order to identify our most able students we need to look at their ability in a number of areas. The following bullet points detail the key areas. We would expect all pupils to display some of these qualities; our gifted pupils should display excellence in most of them.

- **High order, independent thinking**
- **Creative flair** - elaborating on and organising content to an extent that is exceptional for their age.
- **Stamina and perseverance** - using any suitable opportunities to produce work that is substantial and obviously the product of sustained, well-directed effort.
- **Communication skills** – including involving and keeping the attention of the audience in dramatic or imaginative ways. Expressing ideas succinctly and elegantly, in ways that reflect an appreciation of the knowledge and interests of specific audiences.
- **The ability to take on demanding tasks** - researching, comparing and synthesising information from a range of different sources, including ICT.
- **The ability to argue and reason** - creating and sustaining accounts and reasoned arguments at a relatively abstract or hypothetical level, in both spoken and written language. Grasping the essence of any content and reorganising it in ways that are logical and offer new syntheses or insights. Justifying opinions convincingly, using questions and other forms of enquiry to elicit information and taking up or challenging others' points of view.
- **An awareness of language** - understanding the nature of language and showing a special awareness of features such as rhyme, intonation or accent in spoken language, and the grammatical organisation of written texts.

4. Gifted and Talented Criteria for Science

Within the Science Department, for a student to be classified as gifted and talented, he/she must:-

- At the start of Year 7, demonstrate at least level 5a from SATS tests in English, Maths and Science.
- At the end of Year 8, the student must achieve at least level 6b.
- Show progress across the key stage of at least 2 levels
- Show drastic progress in their performance in all aspects of their work within a short period of time.
- Show interest in Science, be naturally inquisitive and carry out independent research to extend their knowledge of taught concepts
- Show aptitude in processing skills, scientific enquiry, practical and analytical skills and problem-solving which distinguishes the pupil from the rest.
- Be an independent and critical thinker.
- Effectively communicate thoughts and ideas and link between concepts in all Science subject areas.
- Demonstrate: - that he/she is widely read, have an understanding and awareness of common scientific facts or phenomena and show understanding of science in the news.
- Consistently achieve the highest marks in all of their assessed work.
- Be able to use ICT effectively (e.g. computers and data loggers)

5. Gifted and Talented Criteria for MFL

When identifying pupils that are gifted and talented in MFL, it is important to note that they will possess some of the qualities listed below, but not necessarily all of them.

- Has a strong desire to put language together creatively and imaginatively by themselves.
- Picks up new language and structures quickly and naturally.
- Has a natural flair for grammar — can successfully conjugate verbs.
- Has a strong ability to learn independently.
- Has an insight into their own learning style and preference.
- Shows an intense interest in the cultural features of the language.
- Has confidence to take risks in using the language.
- Asks grammatically based questions without having been taught something previously.
- Can instinctively manipulate the language and grammar accurately.

6. Gifted and Talented Criteria for Mathematics

In identifying the most able pupils within mathematics we work on the following basis. The identification of the pupils is based on A.F.L. and independent knowledge of the pupils. This is supplemented by the results of the UK maths challenge.

In addition to the above the following criteria is used to help identifying our most able pupils:

- Shows persistence in solving difficult problems ad can sustain their concentration throughout longer tasks.
- More adept at posing their own mathematical questions, not just answering them.
- A lively interest in problem solving, automatically breaking the task down into simple stages, understanding logical order.
- Develops personal strategies for mental arithmetic which are quick and effective.
- Can verbalize a potential method to a complex problem evaluating and correcting as they go.
- Can make connections and links between various mathematical concepts which they use effectively.
- Gets pleasure from getting a mathematical solution to a complex problem.

7. Gifted and Talented Criteria for Drama

Creative Flair

- Students should be able to write/talk both in and out of role in an imaginative and coherent way that is exceptional for their age.
- To organise material from stimuli and their own produced work that has a deeper meaning and creative flair than is expected from their age range.
- To be able to visualise their work in performance and to then achieve that with the resources available.

Stamina and perseverance

- Using any suitable opportunity to produce work that is substantial and obviously the product of sustained and well directed effort. This may be in role, written or verbally directed at an appropriate audience.

Communication skills

- To capture the attention of any audience by exploiting the dramatic potential of ideas in an imaginative way.
- Taking the role of a facilitator in group situations (small and whole group) to help achieve the shared objective. They are able to support and guide those students who are less able than them in a sensitive manner.
- To analyse in detail performances they have seen or have taken part in both verbally and written. They are able to use subject specific vocabulary well in both situations. This vocabulary should be second nature to the pupil.
- To understand the importance of different styles of acting and genres. They will adopt the correct style in their performance.
- Using ICT to enhance their work both in performance (research) and for homework (presentation).

Ability to take on demanding tasks

- They are able to research, compare, analyse information from a range of sources.
- They are able to engage with serious issues and adopt the correct medium to express their response.

Arguing and reasoning

- They are able to create and sustain accounts and reasoned arguments at a relatively abstract or hypothetical level in both verbal and written accounts.
- They are able to reorganise ideas in such a way that allows for further developments and insights into their work.
- They are able to justify their opinions well and are able to use questioning skills effectively to enquire about further information from other people in the class.

8. Gifted and Talented Criteria for Drama (continued)

Awareness of language

- They are able to use the subject specific vocabulary well along with a higher standard of English than other pupils.

As stated in the new national curriculum guidelines for Drama the following descriptors are those that are stated for exceptional performance. This is a level 9.

Making

Pupils can:

- Organise their own confidently, either as part of an ensemble or a solo piece.
- Often lead and direct others in rehearsal.
- Use a very wide range of different conventions, devices and techniques to create a desired effect on an audience.
- Show subtlety as well as panache in their dramatic interpretations of texts, either as performers, directors or designers.
- Demonstrate an awareness of different levels of meaning through their use of metaphors and symbol.

Performing

Pupils can:

- Direct design or stage manage different styles of plays imaginatively and thoughtfully
- Demonstrate high standards in all aspects of creating performance pieces.
- Create or help to create and sustain a range of complex characters in performance.

Responding

Pupils can:

- Demonstrate a good knowledge and understanding of the cultural, historical and social context of drama they are in or see.
- Use theatre terminology accurately and effectively.
- Evaluate their work and that of others, supporting their comments with reasoned arguments which draw on their knowledge of theatre forms and practitioners.

9. Gifted and Talented Criteria for History

- Have an extensive general knowledge, including a significant amount of historical knowledge.
- Can empathise with people from the past.
- Use subject specific vocabulary confidently.
- Access complex source materials with growing independence showing discrimination when selecting facts and evaluating historical evidence.
- Be able to establish and follow a line of enquiry, identifying and using relevant information.
- Develop with ease a chronological framework within which to place existing and new knowledge.
- Show particular skill at inference and deduction.
- Synthesise information to present a coherent summary.
- Be able to demonstrate knowledge using a preferred learning style, e.g. visually, musically, kinaesthetically.

10. Gifted and Talented Criteria for P.E.

- Is able to combine movements fluently and precisely in a range of sporting activities.
- Demonstrates deeper levels of understanding and easily grasps underlying principles with the minimum of explanation.
- Demonstrates leadership skills with confidence and flair.
- Is able to assess and analyse self and others and give feedback for improvement.

11. Gifted and Talented Criteria for ICT

Please use the following criteria to help identify Talented students within the subject of ICT (KS3 and 4).

When identifying pupils who are gifted in ICT, it is important to remember that they may not be gifted in all aspects of the subject. For example, some pupils may be able to use high-level programming skills to solve control problems, but may not be as good at constructing and investigating databases.

Criteria for identifying students:

- A Student's ability in certain software areas are far beyond their predicted level. At KS3 student is comfortable working on KS4 criteria.
- Use advance tools in software appropriately.
- Learn software skills quickly and efficiently, i.e. how to structure queries on a database.
- Transfer skills from one context to another.
- Have the desire to extend their own learning of ICT.

Personal use (criteria):

- Initiate ideas and solve problems, use ICT effectively and creatively, develop systems that meet personal needs and interests, for example, they create an interactive fan club website that sends out a monthly newsletter to electronic subscribers (either working on their own, or collaboratively with peers).

12. Gifted and Talented Criteria for Music

- To be able to maintain a steady pulse to aid performance and composition work;
- Displays an active interest in the subject, by taking part in extra curricular activities.
- Shows previous knowledge of the subject area, e.g. instrument identification;
- Can work independently on composition and performance activities.
- To recall and learn music by ear easily.
- To know, recall and understand music specific vocabulary.
- To be able to use music technology effectively and confidently.

13. Gifted and Talented Criteria for R.E.

- Has a good knowledge of world religions and can compare and evaluate the distinctive practice and belief of different traditions within a religion;
- Be able to recognize the link between religion and life, why they are important to behaviour and how their beliefs influence their life and behaviour in different contexts.
- Be able to use examples from world and local issues to support work done in RE lessons.
- Show evidence of evaluating and researching work from a wide variety of resources.
- Show high levels of insight into, and discernment beyond, the obvious and ordinary;
- Make sense of, and draw meaning from, religious symbols, metaphors, texts and practices;
- Be sensitive to, or aware of, the numinous or the mystery of life, and have a feeling for how these are explored and expressed;
- Understand, apply and transfer ideas and concepts across topics in RE and into other religious and cultural contexts.

In more general terms, they may also:

- Have highly-developed skills of comprehension, analysis and research;
- Show quickness of understanding and depth of thought.

14. Gifted and Talented Criteria for Art and Design

Pupils who are talented in art and design are likely to:

- **think and express themselves in creative, original ways**
  they want to follow a different plan to the other pupils, challenge the tasks given, or extend the brief in seemingly unrelated or fantastic directions
- **have a strong desire to create in a visual form**
  they are driven by ideas, imagination, flights of fancy, humanitarian concerns, humour or personal experience; they persevere until they have completed a task successfully, with little or no intervention from the teacher
- **push the boundaries of normal processes**
  they test ideas and solve problems relating to concepts and issues; they explore ways to depict ideas, emotions, feelings and meanings; they take risks without knowing what the outcome will be; they change ideas to take into account new influences or outcomes
- **show a passionate interest in the world of art and design**
  they are often interested in a specific culture (possibly relating to their own cultural background or sense of identity), particular art forms, contemporary culture or youth culture
- **use materials, tools and techniques skilfully and learn new approaches easily**
  they are keen to extend their technical abilities and sometimes get frustrated when other skills do not develop at the same time
- **initiate ideas and define problems**
  they explore ideas, problems and sources on their own and collaboratively, with a sense of purpose and meaning
- **critically evaluate visual work and other information**
  they make unusual connections between their own and others' work; they apply ideas to their own work in innovative ways
- **exploit the characteristics of materials and processes**
  they use materials and processes in creative, practical and inventive ways; they explore alternatives and respond to new possibilities and meanings
- **understand that ideas and meanings in their own and others' work can be interpreted in different ways**
  they use their knowledge and understanding to extend their own thinking and realise their intentions; they communicate original ideas, insights and views