



# The Linden Centre

## Gifted & Talented (G&T) Policy

Signed by:		
	Headteacher	Date:
	Chair of Management Committee	Date

Last Updated	04 <sup>th</sup> January 2021
Review Due:	04 <sup>th</sup> January 2024

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## **1. Provision for More Able, Gifted and Talented Pupils**

- 1.1. Gifted and Talented is about embedding challenge into the fabric of the school coupled with challenging teaching. If challenge exists in all lessons, you raise the aspirations and attainment of all pupils within the school.

## **2. General Rationale**

- 2.1. For all pupils to have access to a curriculum that is appropriate to their needs and abilities, it is necessary to have an explicit whole-school policy which sets out the principles and aims which underpin the provision and give details of the arrangements in place.
- 2.2. The Linden Centre has a strong commitment to the highest levels of achievement and attainment for all pupils, delivered through personalised pathways that match the needs and abilities of every child. In our school it is recognised that children should be educated in a way which enables them to work at the highest-level concomitant with their ability and interest, to develop their potential and support the progress and achievements of all learners. Just as we need to make appropriate provision for pupils with other special educational needs, we must provide enriched and challenging learning experiences for More Able, Gifted and Talented children.

### 3. Aims

- 3.1. Our school is committed to extending the gifts and talents of all pupils and we welcome the challenge of providing an appropriate, supportive curriculum to enable each student who has been identified as gifted or talented to reach their full potential. By coordinating and building upon good practice, we seek to develop provision that enriches and extends.
- 3.2. Each curriculum area will discuss More Able, Gifted and Talented provision, create a subject register, and plan for and track this group of learners as they progress through the school. Provision for More Able, Gifted and Talented pupils will be embedded into curriculum areas policies and schemes of work.
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  - To improve the attainment, motivation, and aspirations of the more able and talented pupils, particularly those from disadvantaged backgrounds.
  - To develop a co-ordinated and coherent programme of learning opportunities and support at school, network and partnership levels underpinned by a balance of challenge and support.
  - To develop provision for more able pupils through pastoral support and mentoring, out of hours learning opportunities, links with the community and links with higher education institutions.
  - To ensure all pupils are stretched, challenged, and encouraged to take risks to reach their full potential.
- 3.3. We will identify a cohort of More Able, Gifted and Talented pupils, whilst adopting an inclusive and flexible approach. The school's provision will consider the needs of the most able as well as tackling the issues presented by underachievers and those with specific learning difficulties.

## Definitions - More Able:

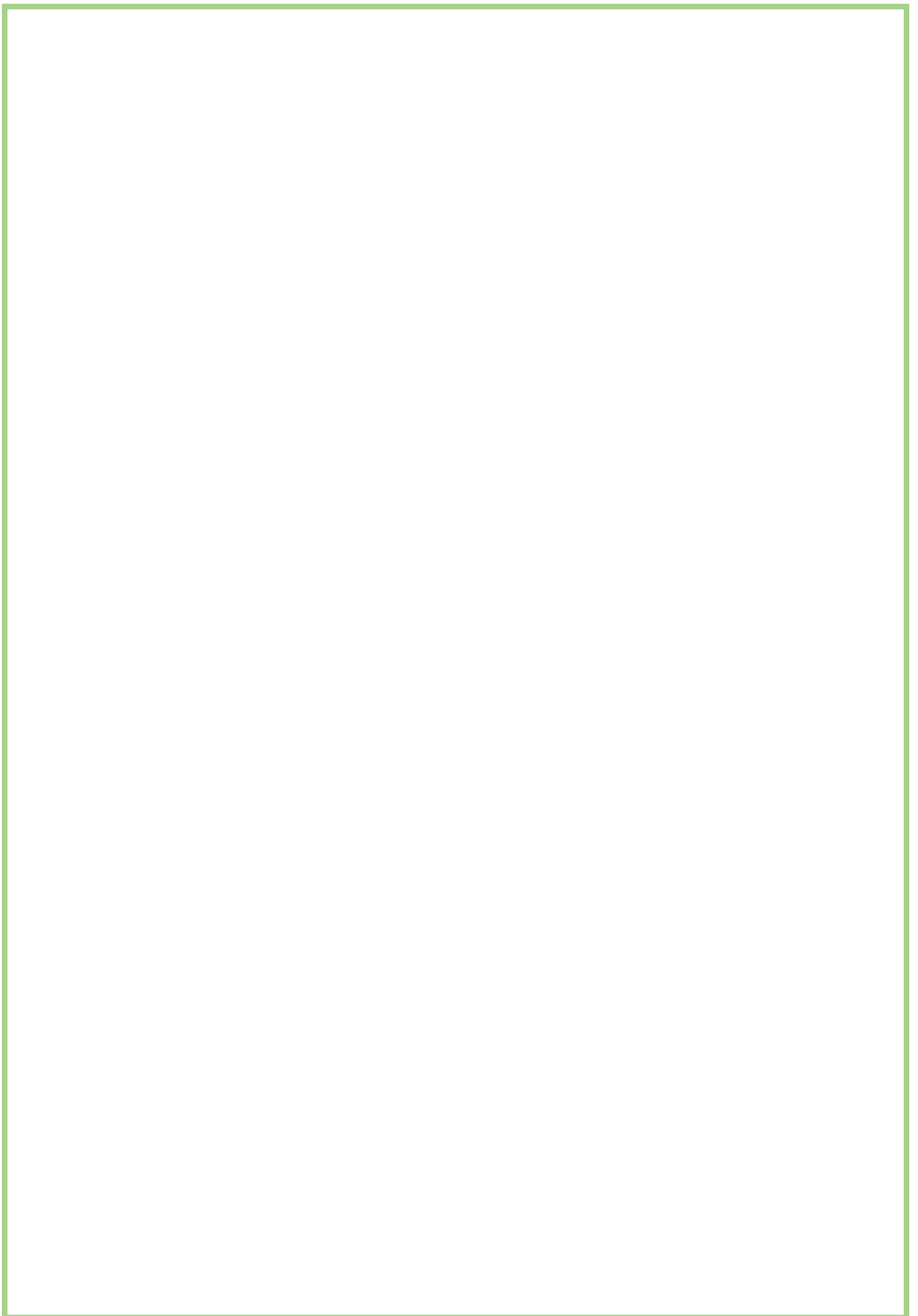
- 3.4. The term 'More Able' encompasses approximately 1% of the school population and is used to describe pupils who enter the school with higher-than-average results in their Key Stage 2 National Tests. This gives us a good indication that they will do exceedingly well throughout their five years, meeting or exceeding their targets identified through our flightpath.
- 3.5. We believe there are many separate components essential to optimum educational success; however, these five are often identified within our more able pupils:
  - Growth Mindset
  - Opportunity
  - Support
  - Motivation
  - Hard work

## 4. Gifted and Talented:

- 4.1. 'Gifted and Talented' is a term used to describe pupils who have the potential to develop significantly beyond what is expected for their age. At The Linden Centre, we aim to help these pupils to develop their individual skills, talents, and abilities, intellectually, creatively, emotionally, and socially.
- 4.2. Pupils have been nominated by each curriculum area if they fulfil a specific criterion of either being gifted or talented within that subject.

The following definitions will help you understand what this means:

- Gifted: This refers to pupils with specific academic aptitudes who are identified by their outstanding performance on achievement in areas such as Mathematics or History.
- Talented: This refers to pupils who have a high level of creative or kinaesthetic abilities, such as Music, Art, Drama, Dance or Physical Education. This may be pupils who have achieved particularly challenging certification for their abilities or have consistently excelled in these practical areas.



## 5. General Overall Approach Identification

- 5.1. There are several characteristics which are commonly exhibited by very able pupils and which help school to identify them.

These could include:

- Has at least one area of outstanding achievement or intense interests.
- Pursues a hobby or hobbies to a very high degree of expertise.
- Perseveres and concentrates on independent work which captures his or her interest.
- Displays early reading proficiency.
- Relates well and maturely to adults.
- Displays high mathematical or literary ability.

- 5.2. In addition, the following could be signs of More Able Gifted or Talented children who are underachieving or not being sufficiently challenged...

- Reluctance to write at length despite having extensive knowledge of the subject at hand.
- Shows little attention but still produces adequate work.
- Off task and disruptive behaviour, whether this be low level disruption or more significant.

- 5.3. 3 approaches can be implemented but none of these approaches can be considered definitive and a combination of all three is

- **Previous Attainment** – Looking at SATs scores and KS2 fine levels to assist in identifying Gifted and Talented pupils however these may not help with gifted children who are underachieving and there may be a variety of other factors, which have influenced a student's previous performance. Hence, we will also regard KS1 data to identify our potential **Able Underachievers**, these pupils will be identified in each year group and suitable interventions planned and put in place.
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- **Nominations** – Experienced teachers readily recognise when a student demonstrates characteristics of "gifted or talented" in their subject at a departmental level. It is part of general

classroom practice for teachers to assess ability and teachers are encouraged to nominate pupils at any time. Ability is not a constant and some pupils may emerge quite late in their school career or show a marked interest in one subject while showing no interest in others. Other valuable nominations may be obtained from the Primary partner schools.

- 5.4. From the above data all departments will identify subject specific criteria which they will use to identify More Able, Gifted and Talented learners. The More Able, and Gifted and Talented Cohort will be compiled and made available to all staff, this will also indicate clearly to staff those pupils that are disadvantaged and non-disadvantaged. The data will be used to track the progress of our More Able, and Gifted and Talented pupils.

## **6. Managing Curriculum Approaches**

- 6.1. It is good practice to adopt a range of strategies to support More Able, Gifted and Talented pupils. These strategies are as follows:
  - Through a distinctive curriculum structure and organisation.
  - Through a distinctive developmental teaching and learning programme.
  - Through a broad range of targeted enrichment activities including trips to universities, museums, and theatre visits.

## **7. Grouping Policy**

The More Able, Gifted and Talented will normally work with pupils of the same chronological age within the curriculum so that they are part of a normal peer group. Therefore, opportunities should be given for pupils of exceptional ability to work together as a natural part of group work. In all classes, more able children must have access to differentiated tasks to enable them to develop and reach their potential. There may be opportunities for pupils to attend master classes in mixed age groups.

## **8. Curriculum Provision**



- 8.1. The School aims to develop personalised pathways for learning which ensure that every child can progress and achieve at a rate that matches their individual needs and abilities and which is not constricted by key stage barriers, age or organisational constricts. Where appropriate a student may be accelerated to take a qualification above their key stage (i.e. KS3 pupils taking level 2 qualifications). This will become a key feature of More Able, Gifted and Talented provision at The Linden Centre.
- 8.2. The curriculum for More Able, Gifted and Talented pupils should be academically rigorous, intellectually stimulating and sufficiently flexible to meet their educational, social, and emotional needs. Departmental schemes of work must identify differentiation for the most able. The classroom should offer a carefully structured positive atmosphere in which the contribution made by all pupils is recognised, differences acknowledged and where enthusiasm for learning is fostered.
- 8.3. The school will seek to discover and utilise a range of strategies to improve the teaching and learning of More Able, Gifted and Talented pupils.
- 8.4. These may include in the Curriculum:
  - Extension activities (with emphasis on open-ended tasks and questions, deepening understanding of concepts, additional activities around the base themes).
  - Activities differentiated by task/outcome (including differentiated homework).
  - Accelerated learning through awareness of preferred learning styles and multiple intelligences.
- 8.5. These strategies should be integrated in the revised schemes of work where appropriate. In terms of Teaching and Learning:
  - Opportunities for pupils to initiate discussion and to think creatively.
  - Tasks involving individual research and problem solving.
  - Activities which promote high order thinking skills.

- Through frequent use of the Blooms Taxonomy, which is embedded within the schemes of work.
- Through frequent use of the Stretch and Challenge Corner to encourage a continuation of learning throughout the lesson.
- Consistency will be achieved across the school where stretch and challenge tasks have been undertaken.
- Pupils will be able to give their views and suggestions as part of a focus group.

- 8.6. In-class approaches should be supported by out-of-hours learning opportunities, all of which should support mainstream education and, wherever possible, integrate fully with it.
- Enrichment activities (with emphasis on visiting experts, a wide range of materials and resources, study skills taught directly, enquiry work, increased technical/specialist languages etc.)
  - Enrichment opportunities e.g. Theatre, Science debate, visits, links with HE.
  - Twilight sessions.
  - Residential programmes.
  - Extra-curricular clubs and activities e.g. sport, ICT, study skills.

## **9. Assessment and Monitoring**

- 9.1. Once identified, pupils will be placed on the Able, Gifted and Talented Cohort List, which notes their abilities and targets. Their progress against individual targets will be monitored to assess effectiveness and value added, with reference to discussions with staff and pupils, attitude and ability tests, and pupils' work. Targets will be reviewed regularly in line with the existing reporting system.
- 9.2. In addition to the specified attainment targets identified, the success criteria against which the framework will be monitored and evaluated will include the following:
- The More Able Pupils of each year cohort will be effectively supported and challenged.
  - Gifted and Talented pupils will have regular opportunities to exhibit their abilities.

## **10. Pastoral Care**

10.1. The school recognises that Gifted and Talented pupils will need a high level of support and guidance. The role of the tutor or class teacher is crucial, they should be aware of the children on the Gifted and Talented list to address and monitor their social, emotional, and cognitive needs. Appropriate provision and support for Gifted and Talented pupils should help to raise the esteem and aspirations of all pupils in the school. It is important that a wide range of opportunities is offered, but without pressure and that achievements are recognised and celebrated.

## **11. Parents**

11.1. The school encourages parents to take an active part in their children's development, sharing activities and progress with them, both formally and informally. As well as helping with the identification process, in some cases, they need to be informed of their child's particular abilities and/or talents. It is important to offer advice and support for parents, as effective partnership between home and school is vital to the success of Gifted and Talented provision.

## **12. Organisation**

12.1. The school's More Able, Gifted and Talented co-ordinator, with full support from the SLT, will oversee the heads of subject or curriculum areas in their implementation, monitoring and evaluation of the programme.

12.2. Subject/Curriculum leaders will monitor and evaluate G&T initiatives through their existing pattern of meetings and provide quantitative and qualitative information in order that the G&T coordinator may prepare their annual report to the Headteacher and Management Committee

12.3. The policy for able pupils is reviewed every three years.

### **13. Role of the More Able, Gifted and Talented Coordinator**

- To track and monitor the progress of Able Pupils
- To lead the development, implementation, monitoring and evaluation of the school's policy for identifying its cohort of Gifted and Talented pupils and the teaching and learning programme for them.
- To work with colleagues to identify and address the needs of disadvantaged Able Pupils.
- To lead the implementation of an effective whole school policy on support for the Most Able pupils, linking it with policies on assessment, exam entry, homework, home-school agreements and parental involvement.
- To identify and undertake staff development activities.
- To contribute to partnership and national activities.
- To act as "champion" of the Most Able pupils by creating and sustaining positive attitudes towards them, establishing a shared understanding of their academic, social, and emotional needs, and ensuring that all able pupils receive the right blend of challenge and support.
- To work with teaching staff to develop best practice
- To provide a range of intervention strategies

## 14. Conclusion

14.1. It is important to stress the following points:

- The programme must affect the curriculum to be successful.
- At all times, the well-being of the individual student belonging to the cohort must be paramount.
- Research has shown that making appropriate provision for more able pupils leads to higher levels of achievement for all pupils; therefore, Blooms Taxonomy is to be embedded in all Schemes of Work.
- Teachers will be supported by Curriculum Leads, and, where necessary, the More Able, Gifted and Talented co-ordinator when seeking to introduce new and challenging extension and enrichment activities.