

# **The Chauncy School**

## **Policy on Provision for Gifted and Talented Pupils**

**May 2010**

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**Section A:**  
**Aims and objectives:**

In 2009 Chauncy achieved status as a Centre of Excellence for G&T education. Provision was evaluated against the IQS (Institutional Quality Standards) and we continue to use these standards to raise the effectiveness of G&T provision throughout the school.

Through the policy and work done as a result of it, Chauncy will;

1. Have a clear, accurate and comprehensive method of identifying pupils who are Gifted and/or Talented
2. Put in place an extensive, comprehensive and regular programme of provision for these pupils based in three main areas:
  - Classroom practice/provision
  - Opportunities for extension and enrichment work in a number of areas outside of the classroom
3. Monitor provision, its quality and impact twice a year

## **Section B:** **Identification of Gifted and Talented Students:**

At Chauncy we take a flexible approach to identifying gifted and talented students. Methods and information we will use include:

### (A) Definition

A gifted student is one who has abilities in one or more subjects in the statutory school curriculum other than art and design, music and PE.

A talented student is one who has abilities in art and design, music, PE or performing arts (dance and drama)

### (B) Use of results and data

- Results of SATS from KS2 and KS3 (where appropriate)
- Results of CAT tests.
- GCSE results
- Teacher Assessments in the non-core subjects
- Review data
- Expected pupil performance using the Learning Achievement Tracker.

This will typically lead to the identification of approximately 5% of the year group although this will overlap between subjects and may not be the same 5% in all subjects. The 5% figure comes from government guidance and should remain consistent regardless of the overall ability profile of the school.

When a new year group or cohort join the school we will draw up a list of students who have particularly high KS2 results (typically they will have performed at level 5 or above in English, Maths and Science)

During the first term, students will sit CAT tests and we will combine information from these to identify a list from which a Gifted and Talented cohort may be drawn. Typically students who score a mean of >115 will be considered in the first instance, although there may be some flexibility if a student achieves a very high score in one element of the CAT tests.

Individual subjects will also conduct assessments during the first term to identify the most able students in their subjects. To enable this to happen effectively, fairly and objectively, departments will be required to draw up a set of criteria to use when judging whether a student is gifted and/or talented in their area.

Using all of these methods, a register of Gifted and Talented students will be drawn up by the Gifted and Talented Co-ordinator; this will be presented in the following format:

- Students who show excellent ability in individual subject areas
- Students who show excellent ability in clusters of subjects (e.g. languages, science/maths, humanities, creative subjects)
- Students with an average CATS score > 115

## **Suggested Department Criteria for assessing Gifted and Talented Pupils**

(History as an example)

It is not necessary for all criteria to be met by all pupils

- Performing at Level 5a+ (Yr7), 6a+ (Yr8), 7b+ (Yr9)
- Mean CAT score above 115
- Successful participation in department trips
- Performing in top 5% of year group

There are detailed suggestions and guidance on how to identify gifted and/or talented learners available at

[www.standards.dfes.gov.uk/giftedandtalented/downloads/pdf/identifying\\_gandt\\_pupils.pdf](http://www.standards.dfes.gov.uk/giftedandtalented/downloads/pdf/identifying_gandt_pupils.pdf)

### **Section C (a)** **Provision for Gifted and/or Talented students**

There are several strands to the provision that we will make. These include:

- Classroom practice/provision
- Flexibility in management of the curriculum
- Opportunities for extension and enrichment work in a number of areas outside of the classroom.

#### **Classroom provision:**

Classroom provision is made in general terms as follows:

- Setting in general ability groups (C,P,S,A,I,J)
- Setting in subject specific sets (Maths, Science and English at KS4)

It is vital that teaching staff differentiate work for gifted and/or talented students as appropriate. Obviously they need to know who the pupils are and examples of good and relevant practice could include the following:

- Engagement in higher order thinking skills
- Exercises that use critical and applied thinking skills
- Thinking and problem solving skills
- Work targeted at pupils' preferred learning styles
- Pupils as leaders, teachers and facilitators.

For this to happen, teachers need to be aware of, as a minimum, the relevant data for all the classes they teach (e.g. relevant prior attainment, baseline data and department identification.)

## **Curriculum Flexibility**

In addition to classroom provision on a day to day basis, we will endeavour to be creative in our timetabling to allow opportunities for gifted and talented students. For example:

- Year 9 the top Maths set completed a two year KS3 and will take a full Statistics GCSE in June 2010. Next year this will apply to the top two sets in Maths
- Year 9 have been entered for a half course GCSE in Citizenship and languages and Yr 10 have been entered for a half course GCSE in Citizenship and RE, allowing for the acceleration of the most able students
- Year 9 G&T Geography fieldtrip
- Year 7 & Year 8 creative writing trip
- Textiles competition
- Year 9 ICT early entry GCSE DiDA - Enterprise unit

## **Extension and Enrichment**

A key part of provision is the enrichment programme that is offered to Gifted and Talented students; again this takes more than one form:

1. Programmes of study run by individual departments, groups of departments or across a wider spectrum designed to offer opportunities to work in different ways for gifted and talented students. These often involve working with outside agencies as well as staff in school. For example:
  - Robotics club
  - Food Technology club
  - DFES funding for after school science club
  - Drama club
  - Duke of Edinburgh Award
  - Twilight Photography A Level
  - Music concerts
  - Art workshops in life drawing, sculpture and graffiti art as well as periodic work with 'an artist in residence'
  - Sports leaders
  - Language leaders

In addition, a significant part of the implementation of this policy will be an audit of department activity in terms of enrichment for the Gifted and Talented pupils identified by individual departments.

## **Excellence East**

Excellence East provides opportunities for students to attend Masterclasses at Cambridge university.

## **Section C (b)**

### **Monitoring the Provision for Gifted and/or Talented Pupils**

Any provision either in or out of the classroom needs to be evaluated for effectiveness. This will be done as follows:

- Reviewing the G+T register biennially to ensure that students are correctly identified
- Recording the extra-curricular provision, who it has been targeted at, its aims and achievements of it
- Keeping a database of departmental provision
- In addition, especially after extra-curricular enrichment, students will complete questionnaires about what they have learnt, how they have benefited from the activity and any other relevant details
- Attainment of students identified as G+T in any of the categories outlined on page 4 will be monitored to ensure that it is in line with expectations

Signed: Careers Co-ordinator \_\_\_\_\_ Date: \_\_\_\_\_

Headteacher \_\_\_\_\_ Date: \_\_\_\_\_

Chair of Governors \_\_\_\_\_ Date: \_\_\_\_\_