

The Chauncy School

Policy on Provision for Gifted and Talented Pupils

Approved by R&D for recommendation to full
Governors, October 2007

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Section A:

Aims and objectives:

The aims and objectives of the Gifted and Talented policy are as follows:

- 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.
 - (In addition we may seek to support applications to the National Academy of Gifted and Talented Youth or NAGTY, now (from September 2007) known as "Young, Gifted and Talented")
 3. Monitor provision, its quality and impact at least termly.

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
- 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 10% of the year group although this will overlap between subjects and may not be the same 10% in all subjects. The 10% 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.)

NAGTY/"Young Gifted and Talented" will also inform the school through "The Keys to Success" website of students who fall within the top 5% of students nationally based on their combined score in KS2 SAT's. 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 all-round ability and may be eligible for membership of NAGTY/"Young, Gifted and Talented"
- Students who show excellent ability in clusters of subjects (e.g. languages, science/maths, humanities, creative subjects)
- Students who show excellent ability in individual subject areas.
- This could be shown as follows on the next page:

Gifted and Talented at Chauncy School Possible Categories

National Academy of Gifted and Talented
Youth/Young, Gifted and Talented
(top 5% of the country)
(currently 40 pupils at Chauncy)



Chauncy Gifted and Talented Cohort
(those pupils identified by various criteria that are
gifted and/or talented across a range of subjects)



Gifted and Talented pupils in Individual Subjects
(History, Technology, ICT, Science etc)
(identified by individual department criteria)

Suggested Department Criteria for assessing Gifted and Talented Pupils

(History as an example)

Not necessarily all criteria should be met by all pupils

- Performing at Level 5h+ (Yr7), 6h+ (Yr8), 7m+ (Yr9)
- Mean CAT score above 115
- Successful participation in department trips
- Performing in top 10% of year group

There are detailed suggestions and guidance on how to identify gifted and/or talented learners available at www.nc.uk.net/gt

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.
- (In addition we may seek to support applications to the National Academy of Gifted and Talented Youth "Young, Gifted and Talented")

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, French and English in KS4)
- Giving flexibility in Years 8 and 9 with regard to the study of an additional foreign language and/or Music.

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, the top set in Maths might be entered early for their GCSE exam and given the opportunity to start Maths AS level in year 11 or study for other subjects in time freed up.

Another example of this would be the current proposal to start GCSE courses in RE and Citizenship at the beginning of Year 9, allowing for acceleration of the most able students.

We allow year 8 students to choose which language they study for their second language and are able to run classes in German and Spanish from Year 8.

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. Extra courses run for more able students (e.g. twilight German GCSE)
2. 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. Examples that we currently researching or work with are:
 - SETPOINT (Yr 7 Robotics project)
 - DFES funding for after school science club.
 - Creative Writing club in English
 - Further Maths by correspondence course in the 6th form
 - Course for Year 9 at Herts Young Mariners Base
 - Duke Of Edinburgh's Award
 - Twilight Photography A Level
 - Music Scholarships
 - Art workshops in life drawing, sculpture and graffiti art as well as periodic work with "an artist in residence"

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.

Membership of NAGTY/Young, Gifted and Talented

The National Academy for Gifted and Talented Youth is targeted at the top 5% nationally of students; There are strict entrance criteria as laid out below;

The school would consider supporting the application of students from Chauncy to NAGTY/Young, Gifted and Talented where it was felt that membership would:

- Be of direct benefit to the student.
- Would be supported by the parents/carers of the student.

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 each term 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.

Appendix 1:

Department Criteria for the identification of Gifted and Talented students:

Department _____ HOD _____

Criteria used for identifying students who are gifted and talented in the department are: There are detailed suggestions and guidance on how to identify gifted and/or talented learners available at www.nc.uk.net/gt

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Rationale for these criteria

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Appendix 2:

Activities offered by the department to support the learning of gifted and talented students:

A: In the mainstream curriculum:

Activity	Year Group	Lead by	Supported by (including outside agencies)	Intended outcomes

B: As enrichment/enhancement activities:

Activity	Year Group	Lead by	Supported by (including outside agencies)	Intended outcomes

