

# **Furze Platt Senior School**



## **Gifted And Talented Policy**



# FURZE PLATT SENIOR SCHOOL

## Gifted and Talented

**Furze Platt School is committed to providing high quality education for all of its students. We recognise that students who are very able have special needs. The aim of this policy is to set out a framework which enables the school to provide a challenging and stimulating experience which meets their needs and supports their personal development.**

### **1 Introduction**

A Gifted and/or Talented (G&T) student achieves, or has the ability to achieve, at a level significantly above the average for their school year group.

### **2 Definitions**

'Gifted' students are those who have abilities in one or more subjects in the statutory curriculum other than art and design, music, PE or other creative arts.

'Talented' students are those who have abilities in art and design, music, PE, or creative or performing arts.

"Ability" includes physical talent, linguistic intelligence, mechanical ingenuity, spatial intelligence, visual and performing arts, logical-mathematical, outstanding leadership or social awareness, musical intelligence, kinaesthetic intelligence, creativity, inter-personal intelligence and intra-personal intelligence.

### **3 Policy Coordinators**

It is important that the school's provision for its G&T students is coherent and consistent across subjects, year groups and for each G&T student. This coherence must be clear to staff, parents and students.

Planning, auditing and reviewing the G&T policy and its effectiveness is the responsibility of the G&T coordinator, supported by the Departmental G&T (DGT) representatives, Heads of Year and Heads of Department.

The Headteacher will appoint the G&T coordinator and Heads of Department will nominate Departmental G&T (DGT) representatives.

The roles and responsibilities of the G&T coordinator are summarised in Appendix 1.

### **4 The Cohort**

G&T students will be divided into two groups – the very able and the exceptionally able - using the criteria summarised in Appendix 2.

The criteria are not comprehensive and some students may have indicators not identified.

## **5 Methods of Identification**

The identification strategy will make use of hard data as well as wider qualitative evidence.

**Quantitative data** includes the use of National Curriculum assessments, Fischer Family Trust information, public examinations and all other available test data such as ability tests.

**Qualitative information** will be drawn from a range of sources which may include teacher appraisal and nomination, parental assessment, peer group recognition, student self awareness, recommendations from previous schools, and the scrutiny of a student's work.

Students in year 7 will be identified initially using Quantitative data only. Qualitative information will be gathered throughout the year and year 7 students added to the G&T register (see paragraph 6 below) when appropriate.

G&T students need to be recognised at an early stage and understand that their ability may change during their time at school.

Students develop at different rates and may present gifts and talents at any time of their school career, which require appropriate recognition and opportunities.

While many G&T students stand out, some may not be identified by their teacher because they do not perform well in formal assessment in order not to appear different from their peers, and there are those who respond to school work by expressions of boredom, non co-operation or behavioural problems.

Others may conceal their ability, making the recognition of gifts and talents difficult. Students in this category may appear to lack motivation or be in a world of their own. They may not wish to be different, but poor behaviour or apathy may mask their true potential.

## **6 The Gifted and Talented Register**

A register of G&T students will be compiled annually. Students placed on the register will be informed and their parents notified. They will be told that they show marked abilities and will be expected to rise to the challenge and realise their potential by increasing the pace, depth and breadth of their work.

Additions to the register will be made during the year in the light of progress check data and teacher recommendation.

## **7 Teaching Provision**

The school aims to extend, enrich and accelerate the learning process for its G&T students and, like all students, G&T students need frequent opportunities to apply their skills, understanding, and to develop their knowledge.

Departmental Schemes of Work and Medium term plans will identify appropriate resources and acceleration, extension and enrichment activities for G&T students.

Lessons will be devised to challenge the G&T students with planned levels of differentiation specifically aimed at meeting their needs.

Differentiation by outcome must not be the only method used by which the G&T students are differentiated. Guidelines for differentiating for G&T students are set out in Appendix 3.

When extension and enrichment activities are used there should be a clear link to the programme of study so that G&T students can see the relevance of the activities as a complement to their learning.

Appendix 4 sets out a range of questions which might help teachers and Heads of Department reflect on their approach to teaching G&T students.

## **8 Curriculum Organization**

Decisions about curriculum design will take into account the needs of G&T students. It may be appropriate to provide an accelerated curriculum with early entry for examinations and national tests. Opportunities for G&T students to tackle a greater number of pre and post 16 courses will also be considered.

It is sometimes appropriate for G&T students to work with pupils of similar ability and the school will take this need into account when organising grouping and setting. G&T students may also benefit from a range of more flexible groups and learning environments. To this end students may be provided with opportunities to work as individuals, in pairs, in groups, cross year, cross-institution and inter institution.

## **9 Guidance in the Sixth Form**

On entry into the sixth form the G&T coordinator, in liaison with the Head of the Sixth Form, will identify those G&T students who are thought to have potential to gain access to more competitive Higher Education establishments. Measures will be taken to ensure that they understand the opportunity is open to them. Guidance will be given in how to apply for these courses and how to identify the sources of support which may be necessary for success in any entrance examinations.

## **10 Extra- curricular Enrichment**

Furze Platt will actively encourage the foundation of extra curricular clubs geared to the needs of G&T students.

Special enrichment opportunities (e.g. Summer schools), events and competitions offered by outside agencies will be publicised.

Talented students will be made aware of opportunities to take part in concerts, exhibitions, performances and sporting events at a level appropriate to their ability provided by the school and through outside organisations.

## **11 Academic Mentoring**

Students identified as exceptionally able will have an extra interview on academic mentoring days where their progress will be monitored and additional targets set. These will be conducted by the DGT representatives, G&T coordinator and Heads of Year.

## **12 Monitoring**

The G&T policy will be monitored through the school Self Evaluation Program; interviews on academic mentoring days; student and parent questionnaires and evaluations; inspection of departmental schemes of work; and lesson observation.

Monitoring and evaluation of this policy is the responsibility of the G&T and DGT coordinators and ultimately the full governing body.

The types of questions that the governors need to consider to ensure that the needs of G&T students are met are summarised in Appendix 5.

## **Appendix 1**

## **Summary of G&T Coordinator Responsibilities**

The G&T coordinator will:

- (i) Lead the development of the school's G&T policy for identifying G&T students.
- (ii) Take a lead role (a) in developing the school's G&T policy in terms of its pace, breadth and depth within the curriculum; and (b) in implementing the G&T policy throughout the school, supported by senior and middle leaders, including the DGT representatives, Heads of Department and Heads of Year.
- (iii) Monitor, evaluate and refine the G&T policy for meeting the needs of the G&T students, in conjunction with the Headteacher, Heads of Department, the DGT representatives and the governors.
- (iv) Become familiar with strategies for identifying G&T students.
- (v) Increase colleagues' awareness of the needs of G&T students and disseminate best practice and provide ideas for enrichment activities.
- (vi) Keep up to date with developments and thinking in the teaching of G&T students and in touch with key national networks and with other coordinators through national networks.
- (vii) Support colleagues in applying a range of strategies for identifying and monitoring G&T students.
- (viii) Support Heads of Departments in ensuring (a) that every department sets targeted work for its G&T students; (b) that G&T strategies are transferred into lesson plans; (c) that communication between departments for the provision of G&T students and the transition for G&T students from previous schools is effective; and (d) that newly qualified teachers are supported in their work with the G&T students.
- (ix) Develop (a) systems to monitor the progress and welfare of G&T students and (b) links with feeder schools to ensure the easy transfer and effective use of relevant information.
- (x) Encourage the use of resources from the wider community and collaboration with local institutions such the LEA, employers and higher educational institutions.
- (xi) Identify and address the needs of staff development and underachieving G&T students.
- (xii) Organise training to maintain teachers' knowledge, skills and understanding at an appropriate level of expertise and scholarship.

**Appendix 2**

**Able/Exceptionally Able Students.**

**Very Able Student**

Knows the answers  
Is interested  
Has good ideas  
Works hard  
Answers the questions  
Top group  
Listens with interest  
Learns with ease  
Enjoys peers  
Grasps the meaning  
Completes assignments  
Is receptive  
Copies accurately  
Enjoys school  
Absorbs information.  
Technician  
Good memorizer  
Enjoys straightforward  
sequential presentation  
Is alert  
Is pleased with own learning  
Is versatile  
Can make generalizations  
Good memory/recall

**Exceptionally Able Student**

Asks searching questions  
Is highly curious  
Has wild silly ideas  
Plays around yet tests well  
Discusses in detail, elaborates  
Beyond the group  
Shows strong feelings/opinions  
Already knows  
Prefers adults  
Draws inferences  
Initiates projects  
Is intense  
Creates a new design  
Enjoys learning  
Manipulates information  
Inventor  
Good guesser  
Thrives on complexity  
  
Is keenly observant  
Is highly self critical  
Likes collecting things  
May not conform  
Outstanding memory/recall

## Appendix 3

## Differentiation for G&T students

- 1) **Task:** Set class work tasks, based on prior attainment, which include problem solving investigations and the use of higher order thinking skills. Set homework tasks that involve in-depth research on more open ended and complex aspects of the topic.
- 2) **Outcome:** Set tasks, which follow common stimuli, but are assessed using personalised criteria for the G&T student.
- 3) **Resources:** Set common tasks, but encourage the use of a wide range of challenging resources, which require advanced reading and research skills for the G&T student.
- 4) **Pace:** Allow G&T students to spend less time on core activities and more on challenging extension tasks.
- 5) **Dialogue:** Include higher order questions in class discussions targeted specifically at the G&T student.
- 6) **Grouping:** Set G&T children together for specific tasks, where they are expected to perform at a higher level.
- 7) **Role:** Set a common class work task, but give individuals different roles.
- 8) **Input:** Set a common task, but give the G&T less detailed instructions, or ask them to plan their own task.
- 9) **Support:** Set a common task, but provide more or less support. G&T students could provide support for other students.
- 10) **Information** Allow G&T students access to both different information and different amounts of information.

## Appendix 4

## Reflection points for teachers on G&T practice

- 1 How have you established a culture in which wrong answers are productive opportunities for learning (happy accidents?) and in which creative thinking is actively encouraged?
- 2 How are you modelling the process of talking about how learning takes place, rather than just what is learned?
- 3 How do you help students with the language needed to discuss the process of learning?
- 4 Have you asked the G&T students what helps them to learn effectively? What have you done to respond to what you have learned from them?
- 5 How have you helped G&T students become more aware of their learning styles?
- 6 Do you provide significant opportunities for them to practice learning styles that they may find difficult?
- 7 How often do you encourage creative thinking by asking open-ended questions to which there are no right answers?
- 8 How often are G&T students encouraged to consider the nature of a question and its possible answers? For example, do they consider when answers can be absolute whilst learning to appreciate the provisional nature of much knowledge?
- 9 How often do you ask G&T students to ask questions of themselves, each other and other adults in the classroom?
- 10 How effectively do you instil an environment of high expectation and high quality work?
- 11 How do you ensure that examples of G&T work are on display or readily available, to raise expectations of both students and teachers?
- 12 How effectively are you engaging students in recognising and responding to challenge and taking initiative in their learning?
- 13 How thoroughly have you checked learning activities to make sure that they offer challenges that match: (i) higher level descriptions than expected for the key stage and/or exceptional performance criteria of the national curriculum; (ii) the higher tier requirements of GCSE qualifications; and (iii) the specifications for advanced level qualifications?
- 14 How effectively are you involving teaching assistants, supply teachers, trainers, or workplace supervisors in the identification of and provision for the G&T students?
- 15 How effectively are you liaising with the school library service or other local resource support service?
- 16 How are you developing a resource collection including lists of web resources for young people and staff in classrooms, departments, the staff room, library or resource centre? How are you making sure that resources are being used?
- 17 How do you recognise and celebrate their abilities?

## Appendix 5

## Summary of questions for Governors to consider

- 1 Is there a named coordinator for G&T students?
- 2 How effectively does the school ethos encourage teachers to meet the needs of the G&T students in the context of high achievement for all?
- 3 How effective is policy and practice for the G&T students? What are the key strengths and areas to target? What steps are taken to identify G&T students and to diagnose achievement?
- 4 Is use made of regular procedures to identify high ability or under-achievement?
- 5 Is special provision made for the G&T students within normal classes or through withdrawal for enrichment activities? Are there any references to the needs of G&T students in the subject schemes of work?
- 6 How are learners involved in receiving and shaping policy and practice?
- 7 What training is available for governors, managers, and teachers? Have teachers attended any training in the subject? Who has been trained and how has it affected teaching and learning?
- 8 How is good practice being disseminated? Is there any staff time allocated specifically to G&T students?
- 9 How are parents included in and informed about matters of policy?
- 10 What formal reports about monitoring and evaluating the implementation of the G&T policy should governors see regularly – without placing an undue burden on staff?
- 11 Does the governing body need more advice and guidance on its role in relation to G&T students?
- 12 How does the school build links with other external institutions – does it make the most of local provision available? Are there any links between the school and external organisations including other schools, colleges, universities, local business, and members of the community, who can provide enrichment or extension work for G&T students?
- 13 Are there students who have been accelerated in individual subjects?
- 14 Has the school any arrangements for mentoring G&T students?
- 15 How does the school support the needs of students who have the potential to gain entrance to Oxford, Cambridge and other institutions where special tests and examinations form part of the application process.