



# Gifted and Talented Policy

## 1. Philosophy and Rationale

At Furze Platt we seek to:

- Develop the academic gifts and sporting, musical, dramatic and / or artistic talents of students at Furze Platt;
- Maximise the academic progress of those defined as 'Gifted;'
- Ensure that those defined as 'Talented' are able to maximise these sporting, musical, dramatic and/or artistic talents whilst also maximising their academic progress;
- Ensure the emotional well-being of those defined as 'Gifted' and / or 'Talented;'
- Prepare those defined as 'Gifted' and / or 'Talented' students to thrive at the very best universities and other higher education institutions, and to succeed at the very highest levels in their chosen careers and vocations.

## 2. Identification of 'Gifted' and 'Talented' students

All students possess gifts and talents that can be nurtured and developed through application, practice, and expert teaching. The descriptions 'Gifted' and 'Talented' in this policy are applied to those where these gifts or talents are already particularly pronounced:

- A 'Gifted' student has a recognisable ability to grasp difficult concepts quickly, and to engage in high level reasoning. In this sense they are the academically most able students. 'Gifted' students have an unusually high level of at least one of the following:
  - verbal reasoning
  - quantitative reasoning
  - non-verbal reasoning (including the ability to make connections, see patterns, think logically and creatively, and solve problems).
- 'Gifted' students in Years 7-11 are identified on the basis of their GCSE target grades, which in turn are based on Year 6 SATs and Year 7 CATs results. A student is defined as 'gifted' if they have a target of 9 in Maths, at least 8+ in English, and an average of 8+ across their remaining subjects. These criteria will be reviewed and adjusted, if necessary, on an annual basis.
- 'Gifted' students in Years 12 and 13 are identified on the basis of their GCSE grades and their A-Level target grades.
- A 'Talented' student has an unusually high level of ability in sport, music, drama or art;
- 'Talented' students are identified by teachers from the PE, music, drama or Art departments, or as a result of achievement in these areas outside of school.

## Responsibilities

### Class teachers and Form Tutors

- Seek to draw out and nurture the gifts and talents of all students;
- Know who the 'Gifted' and 'Talented' students in their forms and classes are, and know their particular gifts and talents;
- Ensure that appropriate stretch and challenge is present in all activities – in class, and for home learning;
- Track, monitor and intervene with 'Gifted' or 'Talented' students who are falling behind;
- Liaise with Heads of Department, Heads of House, and the Gifted and Talented Co-Ordinator as appropriate;
- Liaise with parents as appropriate.

## **Gifted and Talented Co-Ordinator**

- Identify 'Gifted' and 'Talented' students and ensure that class teachers and form teachers are aware of who they are, and what their particular gifts and talents are;
- Co-ordinate the programme of in-school and outside-school enrichment activities for 'Gifted' students, including: subject-based masterclasses; competitions such as the UK Maths Challenges and the Reading University Science Challenge; citizenship opportunities such as the 'Lessons from Auschwitz' course; publicising externally-run activities such as the 'GIFT' residential schools, Sutton Trust university residential schools, or conferences such as Headstart, Medsix or Vetsix;
- Overseeing the mentoring of 'Gifted' Year 11 students by 'Gifted' Year 12 students;
- Overseeing the mentoring of 'Talented' students by form tutors and other well-placed mentors;
- Contribute to any programme of professional development aimed at improving the progress of upper-ability students, developed by the Deputy Headteacher (Teaching and Learning);
- Working with the Head of Sixth Form and Head of Careers Education, Information, Advice and Guidance, to ensure that 'Gifted' and 'Talented' students are motivated, challenged and supported to apply to the most competitive universities, including Oxbridge and Russell Group universities;
- Keep abreast of the latest evidence and research regarding 'Gifted' and 'Talented' students;
- Review and evaluate the school's provision and support for 'Gifted' and 'Talented' students, taking into account the views and experiences of students and, where appropriate, their parents;
- Report to the Deputy Headteacher (Curriculum);

## **Senior Leadership Team**

- Assistant Headteachers (Raising Achievement and Sixth Form) monitor the progress of 'Gifted' and 'Talented' students and regularly report this back to Heads of Department and the Gifted and Talented Co-Ordinator;
- Deputy Headteacher (Teaching and Learning) oversees professional development programmes designed to increase the performance and progress of upper-ability students, including those defined as 'Gifted;'
- Deputy Headteacher (Curriculum) oversees the work of the Gifted and Talented Co-Ordinator and reports to the Governing Body.

## **Governing Body**

- Gifted and Talented Governor provides an annual review of provision for 'Gifted' and 'Talented' students.