



## **Gifted and Talented Policy**

**Status:** Additional

**Purpose:** At the Bankfield School we aim to ensure that all students are given equal access to the curriculum and we endeavour to help them develop their personalities, skills and abilities, both intellectually and socially. We want **every** student to achieve his or her full potential.

We recognise that within our school there are a number of students whose performance or potential is **significantly** greater than that of their peers. Therefore we have a responsibility to meet the needs of these students and this policy outlines the identification procedures and provision made.

Our school will have, at any time, a number of gifted and/or talented students, some of whom may perform at a level that well exceeds the level of others in their class or that expected for students in their age group. This may be in one or more areas of learning. We believe that we can make a difference in enabling these students achieve the greatest possible progress.

### **Definitions**

“Gifted” students – our most able students are identified using the results from the cognitive ability tests (CAT) taken during the autumn term of year 7.

“Talented” students – only applies to the subjects of Art, Drama, Music, and Physical Education. These departments identify the most talented students based on their subjective judgements.

Our definition of ability recognises academic, practical, creative, musical, and sporting performance. It also recognises that a student may possess this potential although performance may not currently reflect this.

We believe that provision is generally most effective when it is made within the classroom, through a stimulating, differentiated curriculum. We also recognise that in some cases, particularly with students talented in music and sport, we may need to work with external partners to meet their needs.

### **Aims:**

The Bankfield School will endeavour to meet the needs of gifted and talented students by providing:

- early identification of gifted and talented students, with names being passed on to all staff at the beginning of each academic year.

- opportunities within the curriculum, and outside the classroom for them to increase their attainment, and equally important, provide a wide range of opportunities to challenge, support and stimulate them in their learning.
- awareness raising opportunities for staff as to strategies that can be used with the more able students.
- an annual review of all G & T students including their academic performance at the end of Key Stage 3 and Key Stage 4.
- information to parents/carers to help them promote their child's learning and development.
- a Gifted and Talented Co-ordinator to co-ordinate the above.

## **Implementation:**

### **1. Identification**

The school G & T co-ordinator is responsible for drawing up and maintaining the gifted and talented register.

When identifying students to be placed on the 'gifted' part of the G & T register, we use the results of the CAT tests for each year group. They will initially be identified from the standardised tests which all students sit during the autumn term of year 7, or in the case of a student joining the school later in the academic year, information received from the student's previous school will be taken into account.

When identifying students to be placed on the 'talented' part of the register this only applies to the subjects of Art, Drama, Music and P.E. Students are placed on the register based on teacher recommendation, and/or information received from the student's previous school.

The register will not be static, but will change in response to student development. There will be an annual review of each year group (7-10). Information from the year 11 register will be made available to the appropriate post 16 institution.

Parents/carers will be informed if their son/daughter is placed on the G & T register, and kept informed of their progress.

### **2. Strategies for supporting gifted and talented students**

- the head of each subject department will ensure all students on the gifted and talented register are placed in the appropriate teaching group.
- each subject department will have:
  - (i) a nominated member of staff who will take responsibility for the provision of work for the gifted and talented cohort within their subject area.

- (ii) the nominated member of staff who will be the departmental representative at any meetings called by the school G & T co-ordinator.
  - (iii) a procedure established for monitoring the progress of all students on the G & T register.
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- all departments will identify enrichment and extension exercises/activities in their schemes of work, and lesson plans.
  - departments will be encouraged to share good practice in the classroom.
  - the school G & T co-ordinator, and Deputy Headteacher (Personnel) will try to ensure that any in service training opportunities regarding the teaching of gifted and talented students, that arise are offered to the appropriate staff.
  - the school G & T Co-ordinator will be expected to represent the school at termly Halton G & T Co-ordinators meetings.
  - the school G & T Co-ordinator will ensure good practise both nationally and locally is shared with appropriate staff/departments.
  - gifted and talented students will be encouraged to attend extra curricular opportunities both within school and working with external providers.

**Monitoring and Evaluation:**

- the school G & T Co-ordinator will evaluate the progress of G & T students and report to the Headteacher annually.
- Line Managers will monitor the provision for G & T students through the school self evaluation process.

**Policy written by:**

**John Hilton – G & T Co-ordinator -  
September 2005**

**Date adopted by Governing Body:**

**12 October 2005**

**Date for review:**

**October 2007**