



**Status:**        **Additional**

**Purpose:**        To assist staff in the identification of Gifted and Talented (G&T) students, and to help monitor their performance and progress in order to achieve their potential. To raise the aspirations and esteem of our more able and G&T students.

**Definitions:**

- G&T students are identified through criteria, rather than as is tradition the top 5 – 10% of students per year group. However, limit of 15% should be in place to keep list manageable.
- Gifted – the top cohort of students as defined by criteria in English, Mathematics, Science, History, Geography, Modern Foreign Languages, Media, RE, ICT, Design & Technology.
- Talented – the top cohort of students as defined by criteria in Art, Music, PE and Drama.

**Aims, to:**

- Provide challenging learning experiences to extend the learning of our most able students.
- Set criteria down to enable identification of G&T students in all areas of the school curriculum and external curriculum.
- Use these criteria to ensure that G&T students are identified and known by all staff.
- Review G&T criteria on an annual basis and ensure that identification of students is accurate.
- Provide students with a personalised curriculum and opportunities for high quality learning in business environments and simulations.
- Provide out of hour and enrichment activities within the school day for those students identified as able, and all able students within Halton.
- Through personalized learning, to make the child the centre of the learning and to enable all G&T students to achieve their potential.
- Build the self-esteem of our G&T students so that they have the confidence to take on new challenges and become independent learners.

**Implementation (Roles & Responsibilities):**

- The Headteacher will have overall responsibility for ensuring that policy and procedure for G&T is fulfilled.
- G&T Coordinator will be responsible for maintenance and review of:
  - G&T Policy.
  - Departmental criteria (in conjunction with G&T Representatives) – a summary of the criteria is at the end of this document.
  - To work with relevant parties to monitor and update the Gifted and Talented register.

- To liaise with LA Advisor to keep up to date with G&T developments, be aware of external provision, and provide in school and external opportunities for students through liaison with the LA.
- Support departments in planning for the provision of more able students.
- Reporting to Governors as part of the annual review cycle.
- Completing lesson observations / pupil shadowing as part of the self evaluation programme.
- Subject Leaders will be responsible for:
  - Providing a contact in their departments as a G&T Representative.
  - Monitoring progress of G&T students across their departments.
- G&T Representatives will be responsible for maintaining and review their department's criteria in conjunction with the G&T Coordinator.
- G&T Representatives will be responsible for producing a list of students identified as Gifted or Talented.
- G&T Representatives will apply National Quality Standards (NQS) in G&T Education to track the provision of G&T in their curriculum area.
- G&T Representatives will monitor the progress and provision of students registered as more able in their subject areas.
- Learning Managers will be responsible for monitoring the progress of G&T students and identifying any underperformance, identifying causes and providing support and solutions.
- Class teachers will:
  - Identify more able students in particular areas and track their progress.
  - Set appropriately challenging tasks and learning opportunities within lessons.

### **Relationship to Other Policies:**

- Teaching and Learning
- Standards for Learning

### **Monitoring and evaluation:**

Any monitoring or evaluation, in terms of integrity of the policy and its implementation and the effectiveness of its provision, must consider students' workloads and possible effects on motivation / self-esteem. It is done through:

- Monitoring the identification of students (G&T Coordinator).
- Monitoring the provision for academic progress of those students through the school (G&T Coordinator), through:
  - Assessment of pupil's progress (Class Teacher – through APP).
  - Meetings with G&T students to discuss progress.
  - Classroom Observations.
  - What are the key strengths and areas to target?
- Updating annually the departmental policy, consistent with the whole school policy (G&T Coordinator).
- Mentoring for A/A\* students. Cohort selected by viewing GCSE predictions and discussions with Head of Years / Head of Departments (G&T Coordinator).
- Specific revision classes run for A/A\* students (class teacher).
- Induction session on the G&T policy for new staff to explain school policies and procedures (G&T Coordinator / Induction Tutor).

- Recommendations to NAGTY.
- SLT will receive an annual report from the G&T Coordinator, detailing:
  - Numbers of students on G&T register and members of NAGTY.
  - GCSE results from this group.
  - Summary of enrichment activities provided in the academic year.
- How are learners involved in receiving and shaping policy and practice?
- How are parents included in and informed about matters of policy?
- 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?

**Policy written by:** Martin Molloy (G&T Coordinator)

**Date adopted by Governing Body:**     **March 2009**

**Date to be reviewed:**         **May 2010**