



**Greys Education Centre**  
An Alternative Provision Academy

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# **GIFTED & TALENTED POLICY**

## Aim

Greys Alternative Provision Academy believes that all our students deserve equality of opportunity and that it is the responsibility of Greys to identify those students who demonstrate higher ability across the curriculum or in an individual talent in any one area of activity, and work towards ensuring that these students fulfil their full potential. It will be the responsibility of all staff working with pupils to help identify and promote pupils who are gifted and talented.

Greys aims to provide an environment in which those students that show marked ability or talent can fulfil their potential by:

- ✓ Promoting inclusion and equality of opportunity by recognising, encouraging and developing talent in every student
- ✓ Providing learning experiences which meet differing needs, interests and all abilities
- ✓ Focusing on achievement, not just on attainment
- ✓ Offering personalised learning opportunities
- ✓ Encouraging independence and self-assessment
- ✓ Offering extension to enrich and broaden the curriculum
- ✓ Raising teachers' awareness and expectations of highly able students.

## Definition

A gifted pupil is one who demonstrates a significantly higher level of ability than most students of the same age in one or more academic curriculum areas.

A talented pupil is one who demonstrates a significantly higher ability than most students of the same age in physical talent, mechanical ingenuity, musical or creative ability.

There are some students who can be termed both gifted and talented. Also, it is important to remember that ability is not static; different students can emerge as able at different ages and stages and in different contexts and activities. Therefore, as teachers, we should be alert to the need to provide appropriate challenge and stimulation to students in all lessons and activities.

## Identification

### Qualities of Gifted and Talented Learners



Gifted and Talented students are identified through systematic scrutiny of a range of information, including the following:

- Analysis of KS1/2/3 SATs scores
- CATs information, where available
- Recommendation from the pupil's previous school
- On-going assessment using differentiated tasks
- Teacher' recommendations
- Referrals from parents, peers and outside agencies.

Attention is paid to the potential and performance of students in a diverse range of activities and to groups likely to be under-represented. We ensure that all staff are aware that Gifted and Talented students may be:

- Highly able but poorly motivated
- Have good verbal skills but poor writing skills
- Have a poor attention span
- Have poor social skills
- Unwilling to demonstrate their abilities

### **The Curriculum and Assessment**

*"Meeting the educational needs of the gifted and talented is about building on good general school provision, not about providing something entirely different."*

**Professor Deborah Eyre, 2001**

At Greys we recognise that effective teaching is the entitlement of all students, but a focus on able, gifted and talented students can help to extend the teaching repertoire in ways that:

- Add breadth (for example enrichment through a broader range of content, tasks and resources)
- Increase depth (for example extension through complexity)
- Accelerate the pace of learning within and across key stages
- Promote independence in thinking and learning, support reflection and self-evaluation
- Foster high expectations in teachers and students.

Most impact on pupil's achievement and attainment will be made through the classroom, in subject areas, where all children should be catered for. It is therefore important to keep all teachers informed of students' skills, knowledge and understanding and to endeavour to combat peer pressure to underachieve. We aim to put in place systems to pinpoint bright but poorly self-motivated students, who require additional support or targeting. Curriculum Leaders must ensure that individual subject teachers recognise and value students' abilities, efforts and contributions. All Curriculum areas are therefore required to:

- ✓ Include provision for Gifted and Talented students in their Curriculum Action Plan.
- ✓ Include provision for Gifted and Talented students in all schemes of work which will include:
  - Differentiation
  - Individual target setting and monitoring
  - Focus on different learning styles
  - Provide quality assessment for learning and focused feedback
  - Matching the pace of learning to the capacity of the learners
  - Opportunities to maximise the use of ICT

Greys aims to develop a range of extracurricular activities to meet the varying needs of the identified students, this will give students the opportunity to work with their peers from other schools and to broaden their experiences by organising trips to galleries, museums and other significant heritage and cultural places.

### **Pastoral Care**

Greys Alternative Provision Academy aims to create an inclusive culture where every pupil is encouraged to achieve their best. It is recognised that high ability students can experience difficulties such as boredom (which can lead to disruptive behaviour or poor attendance), isolation or feelings of 'not fitting in'. All teaching staff play an essential role in identifying concerns and providing constructive advice and appropriate support.

Strategies such as: merits, 'good' letters set home, display of students' work and the public celebration of achievement all help to promote the positive learning culture that Greys aims to achieve.

### **Parents**

It is recognised that high expectations and the support of parents/carers have a positive influence on students' enthusiasm to do well. All teachers at Greys understand this and endeavour to work with parents to optimise their involvement in their child's education. Parents are informed of their son's/daughter's successes and are encouraged to celebrate their achievements. Meetings to discuss the progress of Gifted and Talented students will be built into Greys assessment, targeting and tracking procedures. In service training

The co-ordinator will make links with and receive information from professional bodies involved in education, training and research around gifted, talented and most-able students; for example: NAGC, NAACE, NFER and MENSA, to help keep up to date with national and international initiatives and information. This information will be made available to all staff in the staffroom. Appropriate INSET will be made available to all teaching staff and links with the LA co-ordinator will be maintained.

### **Monitoring, assessment and evaluation**

The effectiveness of the school's provision for its G&T cohort is ultimately monitored by outcome in terms of value-added by academic results at GCSE and A level but also by motivation to ensure they achieve as well as they can both in lessons and in enrichment activities.

Academic progress will be monitored using SISRA as well as qualitative analysis of teacher reporting and mentoring.

### **Policy Review**

To be monitored regularly by the SLT and every two years by the Trust Local Advisory Board.