



COLOMA CONVENT GIRLS' SCHOOL

GIFTED AND TALENTED POLICY

Date policy agreed: July 2013

Coloma Gifted and Talented Policy

“Personalising learning means, in practical terms, focusing in a more structured way on each student’s learning in order to enhance progress, achievement and participation. All young people have the right to receive support and challenge; tailored to their needs, interests and abilities.”

Introduction and Rationale:

Coloma Convent Girls’ School recognises the uniqueness of each student as a child of God. It is our aim that all students should reach their potential intellectually, spiritually, physically, creatively, emotionally and socially.

Whilst we aim to provide an appropriately-challenging learning environment for all students, we recognise that the most able students within our school have specific needs and requirements. We want to ensure effective provision according to their particular needs. They must be treated as individuals with different personalities, interests and outlook rather than as a generic group who require the same level of support.

Definitions:

“Gifted and talented is the term applied to those young people who are achieving, or who have the potential to achieve, at a level significantly beyond the rest of the year group.”

The following definitions are provided as guidance:

‘gifted’ describes students who have the ability to excel academically in one or more subjects such as English, history or science.

‘talented’ learners are those who have the ability to excel in practical or creative subjects such as music, art or dance.

The definitions may be extended to include those students who show marked abilities outside the standard curriculum (e.g. leadership qualities, high-level practical skills of creative thought).

Our gifted and talented register includes students from approximately the top 10% of each year group.

Aims:

Coloma Convent Girls' School aims:

- To identify students of high ability or talent. Such students shall be monitored throughout their time at school and shall be provided with an educational experience that will challenge them and stimulate their development;
- To promote the fact that gifted and talented students have particular educational needs which must be met to realise their full potential;
- To encourage a broad, balanced and appropriate curriculum for gifted and talented students;
- To encourage the use of a differentiated approach inside and outside the classroom through curriculum enrichment and extension and to promote excellence in extra-curricular activities;
- To encourage commitment to the personal, social and intellectual development of the whole person;
- To review the attainment and progress of individual students and to set them challenging targets;
- To make education an enjoyable, exciting and worthwhile experience for gifted and talented learners;
- To be proactive in providing discussion and debate by raising appropriate issues and through liaison with outside agencies.

Identification:

Identification of gifted and talented students is not an exact science and no one method of identification can be entirely accurate since subject-specific criteria will evolve. It is also important to note that gifted and talented students may be under-achievers and their potential is hidden due to frustration, a desire to 'fit in' with their peers, low self-esteem, lack of challenge or low expectations.

We endeavour to obtain as much information about individual students as possible and take into account the following data when compiling the register:

- Primary school recommendation.
- CAYS and other test data.
- KS2 teacher assessments.
- Teacher identification.
- Discussion with students, teachers and parents.

The register will be divided into four categories:

1. Definite gifted and talented according to national guidelines.
2. Potential gifted and talented students with high-achieving potential.
3. High achievers in five subjects.
4. Students who have specific talents in subjects such as music and dance.

The register will be reviewed twice annually by the gifted and talented co-ordinator. Some students may be high achievers in certain subjects without being gifted and talented. Departments will have their own subject-specific criteria and will keep their own gifted and talented register within their departments for these.

We aim to implement a process of identification that is continuous, rigorous, transparent, fair and flexible.

General characteristics of gifted and talented students:

Gifted and talented young people are likely to:

- Demonstrate passion for particular subjects or areas of interest and pursue them;
- Make connections between past and present learning;
- Actively and enthusiastically engage in debate and discussion on a particular subject;
- Show initiative and generate ideas about what they might do next to their learning;
- Read widely for interest and demonstrate intellectual curiosity;
- Work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations;
- Generate creative and original responses to common problems;
- Enjoy challenging work for its own sake;
- Be particularly creative;
- Demonstrate particular physical dexterity or skill;
- Make sound judgements;
- Understand concepts and apply them;
- Ask relevant and pertinent questions;
- Be outstanding team members or leaders;
- Like to work things out for themselves;
- Be able to research, investigate and draw conclusions.

Effective provision in the classroom:

Provision for gifted and talented students does not need to be separate from overall classroom provision. Many of the approaches necessary to challenge the most able will also be of value to the rest of the class e.g. the use of higher order thinking skills. Schemes of work should indicate strategies for gifted and talented students.

Teaching will be characterised by:

- Higher order thinking skills rather than more of the same;
- A classroom culture of high expectations and high aspirations where all sorts of abilities and talents are valued;
- Presenting the curriculum as a series of problems to be solved rather than a body of knowledge to be absorbed;
- Linking out-of-class experiences with day-to-day learning;
- Ensure that students are aware of what constitutes high-level performance in each subject.
- The use of varied teaching approaches to make learning an enjoyable and challenging experience, matching tasks to learners' maturity and preferred learning styles:
 - ✓ Encouraging independent thinking and open enquiry
 - ✓ Selecting and using questions that stimulate high order thinking
 - ✓ Encouraging and supporting students in asking their own questions
 - ✓ Promoting and modelling a variety of thinking skills
 - ✓ Modelling and requiring the students to use effective problem-solving techniques and using classroom discussion effectively
 - ✓ The development of young people's confidence, self-discipline and understanding of the learning process and helping them to think systematically, manage information and learn from others
 - ✓ The use of peer and self-assessment to make young people partners in their learning, help them to assess their work, reflect on how they learn and inform subsequent planning and practice
 - ✓ Opportunities for structured independent learning (rather than unfocused research projects);

Extra-curricular activities / enrichment:

The school has an extensive and rich extracurricular programme. This programme is particularly strong in the areas of music and sport. This enables gifted students to broaden their academic experience and talented students to have a wide range of opportunities. These in many cases are school-based but there are well-established links for talented students to participate in regional and national activities as appropriate.

Monitoring and evaluation:

A combination of reports and quantitative data will be used on a regular basis to monitor the performance of the gifted and talented students. These will be tracked and followed up by the gifted and talented co-ordinator and the appropriate Head of Year.

The overall programme for the gifted and talented students will be reviewed annually as to whether it meets the needs of the students and it will be updated as necessary.

Roles and responsibilities:

“Every teacher needs to know how to recognise and teach the gifted and talented, and to be familiar with the techniques for creating high levels of challenge in their curriculum area.”

a) The gifted and talented co-ordinator is responsible for:

- Supporting staff in the identification of and provision for gifted and talented students.
- Revising the gifted and talented policy.
- Collating information and reviewing the cohort.
- Co-ordinating the monitoring of identified students.
- Raising awareness of strategies and resources to plan and support the learning of gifted and talented students.
- Using outside agencies to develop the horizons of gifted and talented students.
- Liaising with departments.
- Liaising with parents.

b) Team Leaders are responsible for:

- Ensuring that policies, schemes of work and resources provide effectively for the needs of gifted and talented students.
- Identifying students who meet subject specific criteria.
- Ensuring that teachers have registers of gifted and talented.
- Ensuring that teaching and learning addresses the needs of the most able.

c) Heads of Year are responsible for:

- Monitoring the performance and attainment of gifted and talented students.
- Monitoring the performance of all students so that potential gifted and talented students are identified.
- Ensuring that identified students are supported as necessary.

- Referring any concerns about gifted and talented students to the Pastoral Manager.