



Policy for Gifted and Talented Students

Grey Court school aims include a commitment to providing a rich and varied curriculum for all our students, such that they will feel challenged by their work and rewarded by their results. This commitment extends to ensuring that our gifted and talented students are stimulated and fulfilled.

We aim to achieve this by encouraging **self confidence** and **independence** in learning through a variety of differentiated class and homework tasks which promote the acquisition of skills, knowledge and understanding and which foster **critical and creative thought**.

It is our view that meeting the needs of our gifted and talented students in the classroom will lead to raising achievement of all.

Whilst our prime concern is to cater for the academic needs of our gifted and talented students, we also seek to develop the "whole" person through our extra-curricular programme, through the pastoral support of Tutors and Phase Leaders and by providing opportunities to take on responsibilities and undertake personal challenges.

Gifted and Talented Register

In accordance with Dfes stipulations, the register consists of the top 20 students in each year group identified using the following criteria.

Key stage 2 level 5 in all subjects.

Key stage 3 level 7 in all subjects.

NFER scores (EAL students, Non-verbal CAT scores will be used as a guide)

Teacher nominations (minimum of 4)

Provision

We ensure that our gifted and talented students meet challenges in all subject areas by adding more width (enrichment) and more depth (extension) to their curriculum.

For the majority of subjects students are set by ability but we acknowledge that even a top set has a range of ability within it. For this reason extension work is made available in lessons. Obviously such differentiation needs careful planning in all schemes of work.

A combination of principles is incorporated into our curriculum planning:

- i) Differentiation by outcome. This allows responses at very different levels to the same initial stimulus.
- ii) Differentiation by input. The tasks for students may be varied both in terms of style and content. Different materials may be used by the most able.
- iii) Differentiation by pace. Gifted and talented students need the facility to proceed more quickly.
- iv) Differentiation by level. We plan work for all National Curriculum levels of attainment, including level 8 (exceptional performance).

Our extra-curricular programme provides a range of extension and enrichment opportunities for our gifted and talented students and we are constantly developing the range of these activities.

Tracking of progress

In order to ensure that students on the gifted and talented register are progressing as expected, their attainment will be tracked and monitored in line with the school assessment calendar. Where necessary, the appropriate intervention will be put in place in discussion with the relevant phase leader.

Responsibilities

Gifted and Talented Co-ordinator will:

- In June each year will ask for teacher nominations so that the register can be updated
- Keep a record of provision
- Monitor and track progress of the G&T students and register; and liaise with phase leaders re: intervention when appropriate
- Monitor and track the G&T students with EAL and from ethnic minority backgrounds
- Monitor provision in lessons
- Seek out enrichment opportunities
- Distribute register to staff and keep them informed of provision initiatives

Heads of Faculty will:

- Be aware of characteristics of G&T students in their subject areas
- Keep a record of G&T students in their subject areas
- Ensure that schemes of work and resources support and challenge the G&T students

- Look for enrichment opportunities within their subject areas
- Keep G&T co-ordinator informed of special events planned for the G&T students, so that a record of provision can be maintained

Subject Teachers will:

- Indicate on their class registers gifted and talented students.
- Ensure that lessons are planned to extend and challenge the G&T students
- Set homework that is meaningful for the G&T students

Parents will:

- Encourage their son/daughter to participate in enrichment opportunities offered to them
- Monitor the planner to ensure that homework tasks are being completed as required
- Work with the school to support that their son/daughter has a positive school experience
- Work in partnership with the school to address issues of under-achievement

Students will:

- Produce work that is reflective of their ability
- Participate in enrichment activities offered