

AJAC Gifted and Talented Policy

This AJAC policy aims to:

- To ensure that all Gifted and Talented students are clearly identified and known to all staff.
- To ensure that the school caters for the needs of the full ability range both within and beyond the curriculum.
- To raise aspirations of all students through an ethos of high achievement and challenging learning opportunities.
- To recognise that students have gifts and talents that stretch across all aspects of school life, including the arts, sports, communication/leadership, and academic learning.

Definition:

The term **giftedness** refers to 'a student who is in possession of untrained and spontaneously-expressed exceptional natural ability in one or more domains of human ability.'

These domains will include:

- Intellectual
- Creative
- Social
- Physical abilities

The term **talented** refers to 'a student who has been able to transform their giftedness' into exceptional performance'. Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability.

Identification:

Gifted and talented students are considered to be students of high ability who are judged as showing outstanding skill in one or more of the following:

- General intellectual ability
- Specific aptitude in one or more subjects
- Leadership and interpersonal skills
- Creative, art and performing arts
- Specific sports abilities
- Technical ability.

Academic Gifted and Talented:

Students with a CAT4/PT score of 115-119 in one or more areas with an attainment below expectation are identified as highly able.

- Students with a CAT4/PT score of 115-119 in one or more areas with an attainment in line or above expectation are identified as highly able and talented.
- Students with a CAT4/PT score of 120 or above in one or more areas with an attainment below expectation is identified as gifted.
- Students with a CAT4/PT score of 120 or above in one or more areas with an attainment in line or above expectation is identified as gifted and talented.

Non-Academic Gifted and Talented:

- Students are currently being identified in the areas of Leadership, Performing Arts, Physical Education, Technology and Visuals Arts.
- Each subject has a separate criteria for identifying students in three separate levels. Level
 Level 1: Participates within the school
 Level 2: Represents the community
 Level 3: Represents the country

Other pathways for identification include:

- Referral by teachers of students with explicit higher ability
- Teacher Observation/Survey
- Internal assessment results (School based summative and formative assessments)
- Parent nomination with supporting documentation
- Previous school records, at time of admission
- Standardised assessments of cognitive development and ability that can only be administered by Educational Psychologists
- External assessment results, if available
- School assessment data such as CAT 4/PTs

Provision for Gifted and Talented:

Extension and development activities are available to ensure more able and gifted students are given the opportunity to reach their potential. AJAC will:

- Provide opportunities for problem-solving, hypothesising and developing thinking skills.
- Use a range of teaching and learning strategies and effectively differentiate class and homework tasks.
- Give students the chance to work with other Gifted students in a small group situation
- Identify Gifted students extension/challenging work in schemes of work and lesson plans, where appropriate.
- Generate strategies for class discussions to ensure that gifted students can contribute without dominating.
- Use appropriate resources to stretch and challenge gifted learners.
- Offer Enrichment opportunities which allow Gifted students to excel, and which encourage and maintain enthusiasm for the subject.
- Links with outside agencies and referral to these will be done through teachers/departments

Monitoring and Assessing Success and Impact:

Gifted and Talented students will be monitored through:

- Work scrutiny
- Lesson observations/School attendance
- Staff, student and parent questionnaires
- Formative and summative internal as well as external examination data
- Gifted and Talented coordinator reports and liaison with other external agencies

Successful provision would facilitate:

- Well-managed personal, social and emotional aspects including attendance and punctuality.
- Students readily take initiatives, managing their own projects and making reasoned decisions.
- Demonstrating positive and responsible attitudes, self-reliance and thrive on critical feedback.

Where teachers have identified students who are gifted, they should alert parents to the existence of extra-curricular activities that may be of interest to their child independent work and leadership opportunities will be provided across the Key Stages Students will be encouraged to fully engage with extra-curricular opportunities

Responsibilities:

The role of the Inclusion Team and Senior Leadership Team

- Evaluate provision.
- Maintain and update annually the G&T register.
- Work with colleagues to promote the learning experiences and opportunities for all students, both within the curriculum and in extra-curricular activities, looking at all the time for extension and enrichment opportunities e.g. competitions, partnership work, subject clubs, global seminars etc.
- Make students on the G&T register (Blue star on iSAMS), and others as appropriate, aware of local and national opportunities.
- Foster an attitude within the school to promote challenge within and beyond the classroom and communicate this to all stakeholders.

The role of the teachers:

- Provide student-centred, learning, valuing and utilising students' own interests and learning styles.
- Provide work that enriches rather than 'more of the same'
- Using of a variety of resources, ideas, strategies and tasks.
- Encouragement metacognition, or 'thinking about thinking'.
- Provide a secure learning environment where risk taking is valued.
- Provide a challenging learning environment, allowing pupils to access the higher order thinking skills.
- Encourage students to ask questions of themselves, of their peers, of adults, and of ideas.
- Encourage target setting that involves students in their own learning and progress.
- Celebrate creative and original thinking.
- Ensure that homework extends the learning of the individual student, encouraging independence and self-motivation.
- Provide opportunities and resources which encourage the transition into further education.
- Appropriate personalised provision through continuously developed curriculum to provide challenge and extensive choices/opportunities to nurture learning, interests and aspirations.