



Sponsored by Academy Transformation Trust

Gifted & Talented Policy

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| Adopted | April 2015 |
| Date of Review | March 2018 |

*Inspire,
Aspire,
Achieve!*

01. Definition

Gifted and Talented students at The Hathaway Academy are those who represent the top 5% of each Year Group, regardless of their general ability within the Academy. The Academy also identifies the top 10% of each Year Group as our more able students (GTMA).

02. Aims

- To recognise the needs of more able students within a framework of equal opportunity and mixed ability teaching.
- To implement procedures and strategies that will address the needs of an identified cohort of more able students.
- To ensure that more able students are motivated to achieve to the best of their ability and set standards of excellence as an example for others to follow.
- To help our students develop their personalities, skills and abilities intellectually, socially and enable students to realise their potential.
- To provide teaching that makes learning challenging
- To ensure that GT and GTMA students make better than expected progress.

03. Identification of Students on the G&T Register

Those students with a CATs score of 120 and above are deemed to be of high academic ability (G&T). These students are identified as such on SIMS for all staff and the academy census. KS2 average point scores are then used to identify GTMA students (Gifted, Talented & More Able).

It is worth remembering that gifted students can be:

- Good all-rounders
- High achievers in one area
- Of high ability but with low motivation
- Of good verbal ability but poor writing skills
- Very able with short attention span
- Very able with poor social skills
- Keen to disguise their abilities.

Subject lead learners may be nominated by staff twice per year to become GTMA after considering:

- Subject assessments & examinations
- Observation of classroom performance

If two or more departments nominate a student, the G&T co-ordinator will validate their data and make a decision as to whether to add the student to the GTMA list. The student and parents will then be informed by the G&T co-ordinator by letter. All staff will also be informed via email and the GTMA list updated on SIMS and VLE.

04. Whole Academy Approach

Opportunities for extension and enrichment are built into all our schemes of work (see Teaching & Learning policy). We aim to:

- Encourage all students, but especially GTMA students, to strive to extend their understanding and attainment in all subjects.
- Support & encourage G&T & GTMA students to become good role models for students in and outside the Academy.
- Establish an ethos where students feel safe to take risks (resilience & curiosity) to try new things.
- Improve students' confidence.
- Encourage them to develop the six core values at the Hathaway Academy: curiosity, creativity, resilience, justice, excellence & respect.
- Create an ethos where 'it is okay to be bright'.
- Encourage all students to become 'independent learners'. For able students in particular, the resource area on the VLE (workspace-subjects-G&T) provides an invaluable resource for private study and research.
- Be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievement.
- Use a variety of whole school strategies including:
 - Special activities (when the normal timetable is suspended and cross-curricular projects are pursued which offer students more choice and responsibility). Occasionally allowing students to work with a different Year Group.
 - Links with outside providers and post 16 education.

05. Monitoring the Effectiveness of this Policy

The Gifted & Talented co-ordinator and the SLT link teacher will monitor this policy throughout the school as part of usual cycle of monitoring and evaluating teaching and learning.

06. Monitoring & Evaluation of Student Progress

After each data drop the G&T co-ordinator will analyse the progress of GTMA students in all subjects. Where students are not making the expected progress, she will contact the head of the relevant subject area and ask for feedback on the data: Are there any barriers to progress? What forms of intervention have been offered by the subject leader and subject teacher? The expected impact will be that next data drop the progress will show improvement. If not then liaison will be with subject leaders and SALS about what are the barriers preventing the student(s) from making greater than expected progress and how can they be removed.

07. The G&T Co-ordinator's Role

- Develop strategies that will, implement, monitor and evaluate the academy policy.
- Work with the subject areas to develop activities linked to the G&T student.
- Liaise with SLT/Subject Leaders/SALS/post 16/parents/students.
- Organise/co-ordinate cross curricular enrichment opportunities in and out of the academy.
- Measure the impact the policy is having on GT and GTMA students – taking remedial action as appropriate

(Policies: Gifted & Talented)

**Suggested Teaching Strategies to Support the Gifted & Talented Student
(must only be G&T students)**

The Hathaway Academy will use the strategies below or a combination of them:

Use of student grouping - grouping students either within the classroom or the school to ensure that G&T students have some opportunities to work with others of similar ability.

Extension - greater depth: where students are following a common curriculum but the most able use more challenging resources and are asked questions that require higher levels of thinking.

Enrichment - more breadth: which gives students learning experiences beyond the normal curriculum, e.g. Royal Opera House.

Acceleration - faster pace: where G&T students move out of their peer group and work with older students either for all lessons or in one or two subjects (partial acceleration). Acceleration can be successful where the programmes for these children are planned carefully and reviewed. Children and parents should be consulted fully and attention must be given to all-round development, as it could be most unwise to accelerate an exceptionally gifted child who is emotionally or socially immature. There are also transition issues here that need to be addressed fully before a child is accelerated.

A separate home learning programme - for some students, providing more opportunities for in-depth study and greater flexibility in the way a topic is tackled.

Pastoral support - for unhappy or isolated G&T students. Mentors or counseling can be offered.

Fast-tracking - a form of acceleration where groups or individuals take examinations a year or more early. This frees up time for other subjects e.g. G&T students take GCSE Maths in Year 9.

Making use of curriculum flexibility - a student who completes GCSE Maths in Year 9 or 10 takes a course in statistics.

Subject Area Responsibilities

Subject Areas can demonstrate their commitment to able students by:

- Maintaining the highest expectations of what students can achieve (e.g. through target setting).
- Being aware of the names and abilities of individual able students in subject lessons.
- Careful assessment and monitoring of each individual's progress.
- Appropriate deployment of departmental resources.
- Giving careful consideration to pace, teaching and learning styles, and departmental organisation, as they affect the most able.
- Paying close attention to the needs of very able individuals through differentiation of specific tasks.
- Ensuring that all schemes of work document where particular strategies are in use.
- Recognising ability even when it is not reflected in appropriate attainment.
- Actively encouraging students to take responsibility for their own learning.
- Devoting INSET time to the issue.
- Analysing the data and implementing intervention for these students as appropriate.
- Informing the G&T co-ordinator of intervention taken, the impact and any barriers to further progress.

Useful Web Links

DfES Standards Site: Excellence in Cities (EIC): Gifted and Talented

For information on the national strategy, suggestions on how to improve the identification, education and support of gifted and talented children, for resources, web links and guidance this site is a good starting point.

DfES Standards Site: Key Stage 3 National Strategy: Publications

This area of the KS3 National Strategy website lists the full range of resources available. You can search 'gifted and talented' or 'targeted support'.

DfES Standards Site: KS3 National Strategy: Teaching able and gifted students

This series of optional modules aims to help schools evaluate and develop provision for able, gifted and talented students. Schools and departments can choose to use some or all of the modules within a planned programme of professional development. Visit the site to see what subject modules are available.

DfES Standards Site: National Literacy Strategy Publications

Scroll down to Targeted Support. The guidance is intended to advise primary head teachers and teachers on how best to provide for able students within the National Literacy and Numeracy Strategies.

Maths in Education and Industry (MEI)

MEI recognises that students who are mathematically gifted need the opportunity to develop their talent. They produce resources targeted at these students. The resources will be targeted at Mathematics AS and A level materials.

National Association for Able Children in Education (NACE)

NACE aims to assist able, gifted and talented children and young people to achieve their full potential by raising awareness amongst, as well as giving support to, teachers, other professionals and the wider educational community.

National Curriculum Online: Guidance on teaching the gifted and talented

This guidance is for teachers, coordinators and others involved in teaching the gifted and talented in the context of an inclusive curriculum. See about this guidance for more details about what's on the site. The general guidance now includes information and case studies on providing for gifted and talented 14- to 19-year-olds

OCA: Guidelines for working with the more able/gifted and talented

On this site you will find guidelines for working with the more able/gifted and talented and subject specific guidance on English, mathematics and science for key stages 1, 2 and 3.

Qualification and Curriculum Authority (QCA): Guidance on teaching the gifted and talented

QCA national curriculum guidance for teachers, coordinators and others involved in teaching gifted and talented students in the context of an inclusive curriculum.

QCA: Tasks for the more able / gifted and talented

These tasks provide schools with optional resources that can be used to support teacher assessment of more able students. They have been designed for students working above the levels of the statutory national tests in English, mathematics and science. They are not sufficient on their own to give a level of attainment and should be used in conjunction with other evidence of students' achievements.

Teachernet: A to Z of School Leadership and Management

Scroll down the A to Z index for gifted and talented.

World Class Arena

World Class Arena is the organisation that administers and supports the World Class Tests on behalf of QCA and AQA. The tests are a global initiative designed to identify and nurture gifted and talented students around the world.