



Hayesfield Girls' School

Achieving Ambitions

Policy for Gifted and Talented Students

Rationale

This policy is part of the school's Curriculum Policy and concerns those students who are especially able or talented. It reflects the underlying philosophy that all students should be enabled to realise their full potential, through an appropriately challenging and stimulating curriculum.

It is written in line with Government and Local Education Authority requirements and meets their guidelines and policies in relation to gifted and talented students.

The school recognises that there is a need to highlight this area of curriculum provision.

At Hayesfield School we have high expectations of all students, and so it is expected that all schemes of work will reflect provision for students at all levels of ability. There are, however, some who will benefit from further opportunities and challenges, in order to realise and gain satisfaction from their particular skills and abilities.

Research and Government statistics suggest that, in line with normal distribution expectations, there are 5% of students who have exceptional skills or talents, for whom extra support or provision should be considered. These are not necessarily in obviously traditional academic or curriculum subjects.

Aims

For the purposes of this policy, the focus concerns those 5% of the school population who might be described as having exceptional talents or skills.

In order to promote the well-being and realise the potential of these students, the school will:

- ensure that they are identified and known to staff
- ensure that schemes of work are differentiated to provide variety, challenge and enrichment suited to gifted and talented students
- provide suitable resources as required
- work closely with the parents to ensure that the student's particular needs are understood and are suitably and sympathetically met by all concerned
- make every effort to monitor and support gifted and talented students, to maintain their confidence and to help them celebrate their successes, so that they do not feel marginalized

Identification

IQ measurement is not necessarily a reliable indicator of ability or achievement. It is nationally recognised that students may be particularly adept in one or more areas of ability or talent.

These are broadly defined as:

- academic and intellectual
- expressive and performing arts
- social, leadership and organisation
- visual, spatial and mechanical

- design and technology
- sport and physical

The school will ensure that a wide range of points of reference are taken into consideration when identifying the students and their needs.

Decisions are informed by the following:

- teachers' professional assessment and judgement, based on work and response during lessons
- information and advice from previous schools, particularly at transfer from primary schools
- diagnostic assessment, for example from educational psychologists
- Nagty Criteria (October 2006)

o KS2 SATs combined raw score in national top 5% in English and maths. Information is available from www.keytosuccess.dfes.gov.uk/schools

o KS3 SATs examined level 8 in mathematics, or level 8 teacher assessment in another subject at the end of year 9.

o CAT Test 3 Standardised Age Score of 129 or above, in one battery.

o GCSE capped point score from the best 8 subjects of 58 points or above.

o Non-test evidence based on a reference from a teacher (see www.nagty.ac.uk/admissions for guidance on writing a reference).

Provision

Provision is a whole-school concern.

Subject policies and schemes of work will detail how extension and enrichment will be provided through differentiation in all its aspects.

The policies will also indicate how extra experiences, beyond those normally available, can be initiated in order to meet the particular needs of individual students.

Extension and enrichment experiences will generally be overseen by the Head of Faculty concerned. They might include;

- Fast tracking
- Extra lessons
- Special subject-related sessions out of school hours
- Liaison with Higher Education providers
- Working with others in the community such as local businesses or others who can provide experiences not normally available within school
- Opportunity to become involved in activities which are not part of the normal school curriculum

Evaluation

1. During Term 6 (beginning of June onwards), faculties will be asked to list extra provision allocated over the past year for all students on gifted/talented list.

2. The Able Pupil Co-ordinator will collate provision and add enrichment courses attended or places taken up at Summer School to the information on each student.

3. As data from end-of-year examinations/assessments is made available, the performance of each student will be compared with their National Indicator, to measure the effectiveness of the provision.

4. Forward Planning: the student's level of achievement and also their own feelings about their provision from PASS survey data will aid members of staff in planning for the next academic year from the following September.

5. When the annual evaluation is completed the findings will be presented to the Governors' Curriculum Committee.

Monitoring and Support

The co-ordinator for gifted and talented students will:

- Ensure that staff are made aware of the names and needs of students identified as gifted and talented
- Monitor that their needs are being met
- Act as a point of contact for all concerned as necessary
- Provide information, advice and support as required
- Keep up to speed with national and LEA information and requirements and ensure that staff are kept informed.