



**Carre's Grammar School
A Robert Carre Trust School**

Gifted and Talented Policy

**“Knowledge of a boy’s IQ is of little help when faced with a classroom of clever boys.”
Malcolm Gladwell, *Outliers*, 2009**

Introduction

This document is a statement of the aims, principles and strategies for provision for the Gifted and Talented students at Carre’s Grammar School. G&T has become one of many identified groups to be tracked using data and other indicators within the school management systems.

Relationship of policy to aims and values of Carre’s Grammar School

As an academically high achieving Grammar School, our school will have, at any time, a number of extremely able, talented or gifted students, some of who may perform at a level that well exceeds the level of others in their class or that expected for children in their age group. This may be in one or more areas of learning. Their performance will exceed that of above-average attainers and sometimes that of children described as well above average for their age.

We believe that we can make a difference in enabling these students to achieve the greatest possible progress.

Our definition of ability recognises academic, practical, creative, musical, physical, sporting and social performance. It also recognises that a child may possess potential although their performance may not currently reflect this.

We believe that provision is generally most effective when it is made within the classroom, through a stimulating, differentiated curriculum. We also recognise that in some cases, particularly with students talented in physical education and sport, that we need to work with external partners to meet their needs.

The Definition of Gifted and Talented

Gifted and Talented students are those who have one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop these abilities). The DfE definition has evolved over time in recognition of broader educational developments and the focus on personalised learning. Currently the DfE defines **gifted** learners as “those who have abilities in one or more academic subjects such as Maths or English.” **Talented** learners are defined as “those who have particular abilities in Sport, Music, Design or Creative and Performing Arts. It includes those who are vocationally gifted”. Other skills such as leadership, decision making and critical/creative thinking are taken into account when identifying gifted and talented learners.

The above descriptors are by their nature broad, and give no indication of the complexity of the issue.

How do we identify gifted and talented students?

Identification methods first term

- 11+ results

- SATs results
- NFER tests
- Primary school records
- Audit of special talent beyond the classroom

Identification methods after first term

- Patterns of subject tests or assessments.
- Patterns of student work
- Response to increased challenge
- Subject nomination and justification
- Parental information
- Information provided by external agency (eg Club or National Governing Body of Sport)
- NFER tests in Year 9

Once identified the class teacher/form tutor will work alongside the Gifted and Talented Co-ordinator to validate this nomination with assessment data. If agreed that the criteria are met, the child's name is entered in the Gifted and Talented Register.

The Gifted and Talented register is updated three times per year in the light of new data and new students entering the school.

Creating the context for success

The creation of a learning culture is a powerful and liberating provision for Gifted and Talented students, both on an intellectual and a social level: as a microcosm of the school, the subject teacher and classroom ethos have a vital role to play in the development and sustaining of that culture.

Strategies for creating opportunities for the development of Gifted and Talented students in the classroom:

- Improved / increased planning for differentiation, including homework;
- The use of questioning to raise the level of challenge;
- Regular use of whole school 'Ethic of Excellence' and BLP which encourage higher level thinking skills;
- Regular use of AfL techniques;
- Encouraging and celebrating creative and divergent thinking;
- Structuring classroom organisation or student grouping to assign leadership roles to Gifted and Talented students, including delivering part of the lesson;
- Challenging extension activities which do not include doing more of the same.

Strategies for creating opportunities for the development of Gifted and Talented students beyond the classroom:

- Gifted and Talented students allocated an active role in the development of whole school initiatives;
- Gifted and Talented students taking part in Outreach and Inreach work connected with School Specialisms;
- Gifted and Talented students allocated influential leadership roles in Student Voice contexts;
- Attendance at specialist Gifted and Talented days, either in school or out of school.

Monitoring the progress of Gifted and Talented students

The monitoring of the expected progress of Gifted and Talented students is the responsibility of classroom teachers and Heads of Subject and should be a standing item on the Agenda of all formal meetings.

The monitoring and tracking of the subject specific Gifted and Talented students over time is the responsibility of the Heads of Subject, who formally communicate underachievement and concerns to the Gifted and Talented Coordinator; the monitoring and tracking of those Gifted and Talented students who have not been identified by a specific subject area is the responsibility of the Gifted and Talented Coordinator.

Interventionist action will initially take the form of a formal interview with either:

- Assistant Headteacher or
- Head of Key Stage or
- Head of Faculty/Subject or
- Form Tutor

depending upon the nature of the underachievement.

Excellent achievement will be formally recognised, using the school's reward systems.

The performance of Gifted and Talented students in public examinations will be analysed annually in order to track achievement against predicted targets and in relation to the entire cohort.

A summary of all the above will be presented annually to the school's governors and SLT.

Creating teams to support curricular innovation and provision for the Gifted and Talented

Whilst all classroom teachers will attempt to ensure the fulfilment of potential at all levels through their expertise, an additional level of professional support in relation to developing Gifted and Talented student provision is available from:

- Heads of Departments and 2 i/c.
- SLEs

Early identification of potential Oxbridge students:

- Students having the potential to benefit from an Oxbridge education are identified in Key Stage 3, and their parents notified ...**OR**...
- Parents are notified after GCSE Results
- Each student is allocated a Personal Mentor of their choice and an Academic Mentor to provide guidance and support.
- The students are encouraged to aspire to an Oxbridge place through talks from university staff and visits to colleges.

Appendices

1. How to identify Gifted and Talented Students

Adopted by CGS LGB 10 May 2016

Next Review May 2020 (4 years)

HOW TO IDENTIFY GIFTED AND TALENTED STUDENTS
A GENERIC CHECKLIST FOR TEACHERS

ATTITUDES:

1. Challenge authority, especially when it is perceived as unjustified and undeserved.
2. Do not accept curtailments of freedom of thought, expression and movement without a clear justification.
3. Obsessive pursuit of a personal project.
4. Collect knowledge and skills.
5. Intensely dislike mechanical repetition and meaningless activity.
6. Consistent high level of engagement in lessons.

PERSONAL SKILLS:

1. Highly adept at social adaptation.
2. Do not see any need to for adaptation in a social situation.
3. Lead without coercion.
4. Highly skilled at weaving seriousness and levity.
5. Have a wide repertoire of intellectually and socially subversive strategies.

APPROACH TO SOLVING PROBLEMS:

1. High value placed upon logical and coherent thinking and/or intuitive thinking.
2. Able to link apparently disconnected areas of knowledge and thought.
3. Can think from A to Z, without worrying about B to Y.

WAYS OF SEEING THE WORLD:

1. Upside down thinking.
2. Dissatisfaction with how things are and are supposed to be.
3. Tinged with irony.