



**Campion School**

# **Gifted & Talented Policy**

Dated: September 2024

Review: September 2025



## Campion School

# Curriculum Policy

### Policy details

Date of policy: September 2024

Date of next review: September 2025

Review to involve: Nick Hawkins (Assistant Head Teacher)  
Davina Dhesi (Deputy Head Teacher)

Members of staff responsible for overseeing that this policy is implemented and regularly reviewed:

Davina Liddar (Deputy Headteacher)

Signature (Chair of Governors)

A handwritten signature in black ink, appearing to be 'Paul', written in a cursive style.

Signature (Headteacher)

A handwritten signature in black ink, appearing to be 'J. Fane', written in a cursive style.

Date: Sept 2024

# Gifted and Talented Policy – Champion School

## Rationale

Our School aims state that we:

- help our pupils to develop their skills and abilities intellectually, socially, physically, aesthetically and emotionally
- provide teaching which makes learning challenging, engaging and enables pupils to reach their potential and that we are committed to working for quality and equality of opportunity.

This policy for the gifted and talented is therefore an integral part of the school's broader development of maximum inclusion of educational opportunity for all pupils and states our commitment to providing an environment in which all pupils are enabled to realise their potential and includes providing a sufficiently challenging curriculum for those who are more able.

## Aims

This policy is intended to support the following aims:

- the raising of aspiration for all pupils
- high expectations of achievement for all pupils
- greater enterprise, self-reliance and independence for all pupils
- skilled, well-prepared and informed teachers who have a perspective understanding of issues related to those students identified as more able
  
- are committed to developing pupils' full potential at all times
- lessons that stimulate, engage, challenge, inform, excite and encourage; that pupils, through partnership and dialogue with teachers and other students, participate actively
- an entitlement beyond subject teaching, including preparation for adult life and the world of work

In order to achieve these aims, we will ensure that all pupils have opportunities to develop specific skills or talents.

## Definitions

There are many definitions of 'gifted and talented' but generally the following are accepted:

Gifted learners are those who have exceptional abilities in one or more subjects in the statutory curriculum other than art and design, music, drama and PE.

Talented learners have the ability to excel in practical skills such as sport, leadership and artistic performance. Such students may well follow a vocational training pathway to accreditation and employment.

The term 'gifted and talented ' is not to be understood as referring to the most able pupils in the national population, but the term should be viewed as relative as it refers to the top 5-10% of any school, regardless of the ability profile of pupils at the school.

Within the School we recognise that the more able, gifted and talented pupils can be:

- high achievers in one or more areas
- of high ability but have behavioural problems
- intellectually playful, imaginative
- opinionated and hold strong beliefs
- appear arrogant or socially inept
- have a very extensive vocabulary
- be an underachiever

and...

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- girls or boys
  - pupils whose prior attainment may be different from other groups
  - pupils for whom English is an additional language
  - minority ethnic pupils
  - gypsy, Roma or traveller children
  - looked after children
  - pupils eligible for free school meals
  - young carers
  - pupils from low income backgrounds
  - other vulnerable groups

## **Identification**

More able, gifted and talented pupils are identified by making a judgement based on an analysis of various sources of information – quantitative and qualitative - including:

- test scores (end of key stage levels; GCSE and AS results information, internal tests and annual school examinations)
- teacher nomination (based on classroom observation, discussion with pupils and departmental colleagues, work scrutiny)

- recommendations from feeder schools
- peer and self-nomination
- predicted grades/results
- specific criteria developed by subjects or their professional associations

This information is gathered in the first instance by department heads and communicated to the head of more able provision. Information includes:

- reasons for nomination/suspension/removal
- subject/s
- dates of above
- EAL/FSM information
- reports on the G&T cohort by year, subject or whole school
- teacher details

It is not a finite list and enables staff to add/suspend or remove pupils throughout an academic year, noting reasons for these actions and thus providing further detail on this cohort. Year Seven pupils in particular are more likely to be added on an ongoing basis during their first year, as gifts and/or talents are identified.

### **Auditing G&T Provision and Evaluation**

The More Able Coordinator is responsible auditing the practice across the school.

Heads of Department are responsible for responding to the requirement to keep G&T practice within their subject area under review.

Staff must be able to identify those pupils in their classes and under their supervision that have been deemed by the school to be gifted and talented and to be able to offer evidence that they are meeting the needs of these children. This will be a requirement of Performance Management.

### **Organisational approaches and arrangements for coordinating provision**

Important strategies include:

- the appointment of a named individual, known as The More Able Coordinator, to champion the School's response to meeting the needs of more able student

- the mentoring of the G&T cohort (the responsibility of the More Able Coordinator in conjunction with link staff from departments) to include vertical mentoring within departments and cross-curricular; one-to-one mentoring; peer mentoring and additional provision, as required
- for pupils with exceptional ability or extraordinary requirements
- the provision of enrichment/extension activities and tasks, recognition, celebration and rewarding of achievement of all pupils
- the effective assessment of pupils' potential and performance
- an awareness amongst all staff of their role in the identification of more able pupils and the need to make their SOWs sufficiently challenging
- continuing professional development for staff that addresses the implications of more able students for their teaching, their department and for SLT, and develops the teaching and learning styles that take account of differentiation, enrichment and extension
- close liaison by the school with external support agencies and the home

### **Enrichment and Extension Activities**

These are manifold, subject to change, respond to new directives and are therefore under constant review, yet the following should be, in some form, constant:

- Encouragement of students to enter local and national events and competitions
- Summer Schools/residential courses with funding often found from The Smallpeice Trust.
- IGGY website for G&T pupils
- Attendance on courses at local universities
- Gifted and Talented shelf in library providing extension materials for pupils and staff
- Departmental G&T activities
- Gifted and Talented noticeboard – to promote and advertise subject, school and external activities

## **Responsibilities**

### More Able Coordinator

- to prepare, from department data, a register of the top 5-10% of each cohort year
- to categorise this information in a way agreed with the SLT and to communicate back to HoDs
- in conjunction with the line manager for G&T, to monitor the provision and progress made by this cohort on an annual basis
- to consider the list of identified students on an annual basis
- to access training for self and staff and ensure the professional development programme includes relevant aspects of gifted and talented provision
- to liaise with SLT
- ensure the policy is implemented
- oversee and in some cases provide enrichment and extension activities
- generate enthusiasm for G&T in the School

and other aspects as detailed in the specification for the post of More Able Coordinator

### Heads of Department

- to identify pupils who meet the criteria of their subject
- to pass these names onto the More Able Coordinator
- to provide SoWs that contain enrichment/extension material for identified students
- to ensure their department know who has been identified as more able
- to ensure the enrichment/extension material is used by subject teachers

### SLT

- to work with the More Able Coordinator to oversee provision
- to include items concerning the G&T cohort on meeting agenda

### G&T Governor can

- raise the profile of the G&T programme amongst students, parents, colleagues and other schools in the area
- raise the status of the More Able Coordinator
- ensure funds from the School budget are allocated to G&T

This policy is reviewed every two years by the More Able Coordinator in conjunction with SLT and the named governor for gifted and talented.

## **D. Liddar – September 2024**