



## **Danes Hill School: Policy for Gifted and Talented Pupils**

### **Policy Foundation**

Danes Hill School is committed to equal opportunities and aims to maximise the potential and achievement of each individual pupil. This policy seeks to establish a rigorous, systematic and effective response to the challenge of providing for the very able. Gifted and Talented pupils need identification and monitoring in order that the school may provide such pupils with appropriately challenging education and opportunities to develop their particular talents to ensure that their potential is translated into performance. It is recognised that such pupils may display exceptional ability and talent in curriculum areas such as Mathematics, English, Science, Languages, Music or Arts, whereas pupils whose all-round performance is well above average, respond well to the rich, comprehensive and stimulating education offered by Danes Hill School. The school accepts that all children are individuals and it is this personalised learning that is at the heart of our vision to develop a holistic education for all of our pupils. A child centred culture, valuing each child's interest and learning style.

### **Definition**

**Gifted** – refers to pupils who are exceptionally able in one or more of the curriculum subjects other than Art and Design, Music and P.E.

**Talented** – refers to pupils who have exceptional ability in Art, Music, Drama, D+T and Sport.

### **Aims**

Danes Hill is fully committed to providing opportunities where pupils apply their skills and understanding, and to develop their knowledge within a secure and flexible learning environment. The school aims to assist all children to reach their potential. Our belief in differentiating to enable all children to work at a level appropriate to their ability is a clear indicator of this objective, including:

- To identify pupils who are gifted and talented.
- To create a learning environment that is suitable for such pupils and facilitates the development of their potential.
- To raise the pupil's own levels of expectation and risk taking.
- To offer additional opportunities for varied and challenging enrichment activities across a wide range of subjects.
- To encourage heads of departments to recognise opportunities to provide further enrichment and extension for these pupils in their schemes of works.
- To provide CPD opportunities for staff that develop teaching and learning styles supporting appropriate differentiation, enrichment and extension within subject areas.
- To involve parents in how they can help stretch and challenge their children further.
- Encourage pupils to reflect on the process of their own learning.

## **Identification**

Gifted and Talented children are a diverse group of children and their range of attainment will be varied. However, they are more likely than most children to:

- Work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations.
- Achieve and show potential in a wide range of contexts.
- Demonstrate high levels of attainment across a range of subjects or within a particular subject or aspects of work.

### **Process:**

A variety of methods is used to identify Gifted and Talented pupils. The Co-ordinator will look at the evidence which might encompass characteristic indicators namely: verbal and linguistic, aesthetic and musical, logical and mathematical, scientific, visual spatial, body and kinaesthetic abilities and interpersonal skills. Identification will also include elements of the following across subject areas:

- Teacher nomination as a result of superior class performance
- Analysing current CAT assessment data
- COGs and Midyis data
- Music, Drama and Sport accreditation

## **Provision**

The identified pupils are given enrichment whereby the skills and knowledge learned in the standard curriculum are applied in new and challenging contexts with a clear purpose. We aim to provide an effective learning environment in order to enable all children to achieve their potential.

### **In Class Strategies**

- Lessons that provide suitable challenge and offer extension work that engages and inspires pupils and develops their reasoning skills producing a deeper level of understanding.
- Appropriate differentiation to provide a personalised learning experience.
- Providing tasks that encourage pupils to create, design, investigate and justify in their learning.
- Independent work that encourages pupils to take responsibility and make their own choices in their learning.

### **Out of Class Strategies**

- Extracurricular clubs.
- Music and Sports practices and performances, including competition opportunities.
- Visits from experts including workshops and talks.
- National initiatives and inter-school competitions and challenges.
- Educational trips.

## **Mentoring**

Any pupils on the Gifted and Talented register who underperform on their interim assessments or those who are notified to the Co-ordinator will be mentored. The aim of this will be to improve performance by identifying problems, finding solutions to these problems and putting in place a support plan for improvement.

There will also be a programme of group mentoring to raise individual aspirations and provide school and peer support for high attaining pupils.

## **Organisational Issues**

It is likely that in most cases, Gifted and Talented children will be taught in the same group as their peers, with setting across some subjects. It is therefore imperative that staff ensure in their planning that appropriate challenges are provided for these high achieving children. Overall planning for subjects should show evidence of such challenges and:

- In routine observations conducted by the Headmaster and SMT, there will be an expectation that teaching should provide for an appropriate challenge for all pupils.
- Departmental heads and subject coordinators should ensure that, where there is a need, appropriate resources are made available for teachers to provide extension materials for Gifted and Talented children.
- Heads of Departments and subject coordinators should ensure that there is a balance between acceleration, extension and enrichment.
- Study support, where provided, should complement classroom provision effectively.

## **Gifted and Talented Coordinator Responsibilities**

- To liaise with Director of Learning Support on all matters relating to the provision.
- Supporting staff in the identification of Gifted and Talented pupils and associated provision in their subjects.
- To create a Gifted and Talented register that is available to all staff and is continuously reviewed and amended throughout each academic year.
- Facilitating opportunities for enrichment activities that are suitable for Gifted and Talented pupils across the whole school.
- Supporting parents in the education of nurturing Gifted and Talented pupils.

SMC

**FULL date of policy: 25 January 2018**

To be reviewed: February 2019