



Clifton High School

co-educational nursery pre-school to sixth form

Policy applies from EYFS to Sixth Form	Gifted and Talented
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Date policy to be reviewed	22.09.2020
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A shaded area denotes a regulation to which all schools must comply	

Clifton High School is committed to child protection and safeguarding children and young people and expects all staff, visitors and volunteers to share this commitment.

“Gifted and Talented (G&T) children are those who have one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).” (DfES Standards Site)

Related Policies

- Admissions
- Teaching and Learning
- Enhanced Learning
- Curriculum
- Condition of Scholarship, School Assisted Places and Bursary Awards

The term “gifted” refers to those pupils who are capable of excelling in academic subjects whilst “talented” refers to those pupils who may excel in areas requiring visual-spatial skills or practical abilities, such as in music, sport, art and drama.

It is recognised at Clifton High School that there are pupils of outstanding academic ability in one or more subject area, and those whose outstanding talents lie in the creative or sporting fields. The school aims to provide a stimulating and satisfying education for them, and to make available other resources for developing and encouraging their own particular abilities.

Identification of Gifted and Talented Pupils

It is important that the agreed process for the identification of G&T pupils, as outlined below, is understood and used by all staff.

Academically gifted

Criteria for identifying academically gifted students must be evidence based. Evidence is both data driven, and taken from within the classroom. Pupils must normally meet at least one criteria from each category, but in exceptional circumstances a pupils may be considered G&T for meeting several criteria in one category.

Data driven criteria

- Regularly achieves marks in formal and informal assessments which put them in the top 5% of their cohort
- Is likely to have standardised scores of 130+ in PIPS, NFER tests or any baseline tests

Classroom evidenced criteria

- Completes routine tasks swiftly and to a high level
- Performs to an outstanding level in routine and extension tasks
- Demonstrates an ability to extend their thinking beyond the conceptual level of the majority of their peers

Creative and Performing Arts talent

Criteria for identifying talented students must be evidence based. Evidence is both performance driven, and taken from within the classroom environment. Pupils must normally meet at least one criteria from each category, but in exceptional circumstances a pupils may be considered G&T for meeting several criteria in one category.

Performance driven criteria

- Performance in external examinations, exhibitions or competitions to an exceptional level e.g. Distinction in LAMDA or ABRSM examinations
- Achieve in the top 5% of their cohort in internal examinations
- Demonstrate ongoing commitment to music, drama or art beyond the curriculum, ideally both inside and outside school

Classroom driven criteria

- Displays a natural aptitude for the subject beyond that of their peers
- Performs to an outstanding level in routine and extension tasks
- Demonstrates a perception and understanding of Art, Drama or Music beyond that of the majority of their peers

Sporting talent

Criteria for identifying talented students must be evidence based. Evidence is both performance driven, and taken from within the classroom environment. Pupils must normally meet at least one criteria from each category, but in exceptional circumstances a pupils may be considered G&T for meeting several criteria in one category.

Performance driven criteria

- Performance to an outstanding level when representing the school and competing against other outstanding athletes or teams
- Demonstrate ongoing commitment to school sport beyond the curriculum
- Competing in their sport outside of school

Classroom driven criteria

- Display a natural aptitude for the subject beyond that of their peers
- Perform to an outstanding level in routine and extension tasks
- Demonstrate a perception and understanding of their sport beyond that of their peers

Please also see Appendix 1: General Characteristics of Gifted, Talented and More Able Pupils.

Pupils entering the School

Pupils entering the school (except EYFS) will be assessed in English and Mathematics prior to entry to the school. Outstanding achievement in these assessments should be reported to the G&T Coordinator by the Head of Admissions, for consideration of the pupil as academically gifted.

In Sixth Form, GCSE results will initially be used to assess performance. Those with 7 or more GCSE grades 8/9 will be considered academically gifted. The Head of Sixth Form should inform the G&T coordinator of any Sixth Form students meeting the criteria before the start of the Autumn Term.

After one term, pupils will be assessed using the standard criteria. Pupils will normally only be assessed for meeting the Talented criteria in Creative & Performing Arts, or in Sport, after one term at the school. In exceptional circumstances, and where sufficient evidence is provided prior to joining, the Head of Department for these subjects can use their discretion to indicate a new pupil or student as Talented in their subject.

Pupils already at Clifton High School

Class and subject teachers have a responsibility to bring to the attention of the G&T Coordinator the names of any children who meet the criteria outlined above. This can happen throughout the year, but in particular, subject teachers will be asked to submit names of pupils in Year 7 – 13 who they consider to be gifted or talented in their subject by January and June each year, following the formal assessments.

Record keeping

The G&T Coordinator will keep a record of these identified children and will monitor the provision in place for them via information provided by Head of Department. The record will be regularly reviewed, as will the pupils' performance. It is recognised that pupils may be removed as well as added. The G&T record and provision will be discussed with the Senior Assistant Head twice a year.

Teaching staff must ensure they are aware of pupils who have been identified as G&T. This information is available on the Schools Information Management System (SIMS). The G&T Coordinator will be responsible for ensuring that staff are aware of how to obtain details of G&T pupils.

Parents are not informed that their child is recorded as G&T as this record is intended only for the use of departments and the school in providing differentiation and enrichment for the pupils concerned. However, this information, and information about the provision made for their child, is available on request.

Provision through Effective Classroom Practice

Class and subject teachers have a responsibility to make provision for G&T pupils in their teaching. Strategies may include

- Using differentiated resources
- Providing differentiated tasks or extension work for more able students
- Differentiation through the way groups are constructed, e.g. fostering opportunities for leadership or peer teaching
- Differentiation by outcome
- Involving pupils in taking responsibility for their own learning and encouraging them to work independently, including accessing online resources and enrichment
- Considering how specialist equipment, including Information and Communication Technology (ICT), can be of help to pupils
- Providing regular feedback to pupils on progress and actively involving pupils in assessment of their work
- Promoting and encouraging pupils to participate in opportunities provided by external speakers, workshops, exhibitions or competitions
- Departmental events, trips or clubs to stretch and challenge beyond or within the curriculum
- Any other appropriate provision as approved by the Head of Department

Additional provision for G&T pupils

The G&T Coordinator will also be responsible for actively seeking out extension and enrichment opportunities, both in and outside of Clifton High School. New information and initiatives will be communicated to staff by email and at staff meetings, and to parents by email or letter home as appropriate.

G&T students will also be encouraged to join appropriate extra-curricular clubs and societies, and to participate in enrichment provided by school, such as the Scholars' Forum or Sports Podium, as relevant to their area of G&T focus.

Appendix 1

General Characteristics of Gifted, Talented and More Able Pupils

Please find below a list of some of the characteristics that may be exhibited by gifted, talented and more able pupils. The list is not exhaustive.

The pupils may

- Be a good reader
- Be very articulate or verbally fluent for their age
- Use superior vocabulary and complex sentences
- Give quick verbal responses (which can appear cheeky)
- Have a wide general knowledge
- Learn quickly
- Be interested in topics which one might associate with an older child
- Communicate well with adults - often better than with their peer group
- Have a range of interests, some of which are almost obsessions
- Show unusual and original responses to problem solving activities
- Prefer verbal to written activities
- Be logical and use abstract reasoning
- Be self-taught in their own interest areas
- Have an ability to work things out in their head very quickly
- Have a good memory that they can access easily
- Be artistic
- Be musical
- Excel at sport
- Have strong views and opinions
- Have a lively and original imagination or sense of humour
- Be very sensitive and aware
- Focus on their own interests rather than on what is being taught
- Be socially adept
- Appear arrogant or socially inept
- Be easily bored by what they perceive as routine tasks
- Show a strong sense of leadership
- Not necessarily be well-behaved or well-liked by others
- Show unusual alertness
- Have a long attention span
- Be inquisitive
- Ask challenging questions
- Have a keen sense of observation
- Be highly self-critical
- Look for the unusual
- Work at a level 2 or 3 years ahead of their peers