



THE EAST MANCHESTER ACADEMY

GIFTED AND TALENTED POLICY

Policy Name: Gifted and Talented Policy

G Hutchence

Date: October 2009

Submission Date	Summary of Changes Required
Draft 1 October 09	
Draft 2	
Draft 3	

Approved By:	Date of Approval	Version Approved	Comments
DCSF			
PSG			
Academy Trust Board			

CONTENTS

Summary.....	4
Context.....	4
Leadership, Co-ordination and Management.....	5
Co-ordination and Monitoring.....	5
Identification.....	6
Parents / Carers.....	7
Teaching and Learning	7
The Learning Environment.....	8
Gifted and Talented young people need to:.....	8
The Curriculum	9
Personalised learning	9
Enrichment and Extension.....	10
Monitoring, Evaluation and Review.....	10
Further information.....	11

The important thing is not to stop questioning." - A. Einstein

This policy is underpinned by: Every Child Matters (2003) Higher Standards, Better Schools for All (2005) The Leitch Review of Skills (2006) 20-20 Vision (2007) The Secondary Curriculum Review (2007).

Summary

The East Manchester Academy aims to ensure that all learners are successful and that the needs of the most able are catered for, ensuring that they are constantly challenged, well motivated and that their individual gifts are continually developed and celebrated. Personalising the provision for the Gifted and Talented is an essential component of Academy provision. It is expected that all staff, led by the Principal, nominated Vice Principal and Governing Body, champion and drive forward G&T provision. The Academy believes that our Gifted and Talented pupils could be the leaders of tomorrow's society. To this end we are committed to providing them with experiences to develop leaderships skills, to support independence and learning in settings beyond the classroom.

Related Academy policies include Equal Opportunities, Behaviour, Assessment and Teaching and Learning.

Context

Gifted and Talented is the term applied to those young people who are achieving, or who have the potential to achieve, at a level significantly beyond the rest of their peer group. It's important to recognise that gifted and talented pupils are individuals, with their own unique strengths and weaknesses. A pupil may be very able in some areas, but may appear on the Special Educational Needs (SEN) register in recognition of behavioural, social, physical/sensory or specific learning difficulties.

Gifted describes pupils who have the ability to excel academically in one or more subjects such as English, Drama, Technology;

Talented describes pupils who have the ability to excel in practical skills such as sport, leadership, artistic performance. These pupils may well follow a vocational training pathway to accreditation and employment.

Providing for the gifted and talented pupils in the Academy is a question of equity – as with all other pupils, they have a right to an education that is suited to their particular needs and abilities.

Our Academy focus is to create the right opportunities, with support and encouragement, to help all pupils to develop a desire to learn and sustain the personal drive that is required to

fulfil one's potential. This will be achieved by presenting pupils with work that challenges, stretches and excites them on a daily basis, in an environment that celebrates excellence.

Leadership, Co-ordination and Management

The Principal will be responsible for the oversight of this policy. The Vice Principal will have responsibility for implementation. Their role will be to oversee whole school self evaluation and improvement planning for G&T pupils; developing effective classroom practice and target setting for the identified G&T cohort. He / She will utilize the IQS (Institutional Quality Standards) as an audit and planning tool integrated with the Academy Improvement Plan and to support self evaluation. The NACE Challenge Award framework will also be used to underpin work on self-evaluation and the development of our Gifted and Talented provision.

All staff will be expected to recognize indicators of outstanding ability as and when they begin to emerge. The precociously gifted and the talented 'star performers' usually identify themselves, but there are other, less obvious, indicators of giftedness such as intense interest in a particular subject and an 'intellectual playfulness' that hints at a pupil who may excel in years to come.

Co-ordination and Monitoring

The **Principal** will oversee progress and feedback to the Academy governors and Strategic leadership Team by:

- ensuring that the policy is implemented
- coordinating the monitoring of progress
- ensuring that the professional development programme includes relevant aspects of gifted and talented provision.

The **Vice Principal** has overall responsibility for:-

- ensuring that the policy is implemented
- ensuring parents /carers are fully informed as to identification of gifts and /or talents
- compiling and updating the central register annually
- coordinating the monitoring of progress by mentoring the gifted and talented pupils on the central register.
- ensuring that the professional development programme includes relevant aspects of gifted and talented provision
 - using the Institutional Quality Standards for Gifted and Talented Education (IQS) as a basis for developing a whole school development plan for gifted and talented pupils.

All Academy **staff** have a responsibility for:

- actively contributing to the G&T list
- ensuring G&T learners are considered in every aspect of lesson planning
- preparing and delivering of appropriate G&T activities
- adhering to the range of strategies identified in this policy

Identification

The Academy will determine the size of their own gifted and talented 'pool', but as ability is evenly distributed throughout the population, this should be broadly representative of the whole school intake, in terms of gender, ethnicity and socio-economic background (around 10%). The Academy will have an identified cohort on the national register by flagging the pupils on the census returns. Identification of gifted and talented pupils will be a continuous, whole-school process which:

- is fair and transparent
- acknowledges the full range of abilities
- does not discriminate against particular groups
- is flexible enough to include pupils who join the school part way through the academic year, or are late developers.

The Academy will draw on a wide range of information including:

- a) Quantitative data including available test data and results of teacher assessment (including SATs, CATs, GCSE, and performance grades for music, dance etc);
- b) Qualitative information, including staff assessment, pupil, peer and parent/carer nomination and examples of pupils' work; and
- c) Rate of progress, including value-added data and reference to prior attainment /achievement (as recorded on *Raiseonline*).

All staff are expected to adhere to the key principles of identification:

- It is a continuous process.
- It is based on a portfolio approach, utilising a range of qualitative, quantitative and value-added measures.
- Identification should be systemised within the Academy

- Identification is an inexact science
- The hidden gifted need to be uncovered

All staff are expected to provide an appropriate, challenging and supportive environment where young people can fulfil their potential. The Academy will encourage open communication between educators, pupils and parents/carers as part of the identification process. 'Identifying gifted pupils' sections in the subject-specific guidance on the DCSF G&T website will help curriculum teams to develop their practice in identification.

Parents / Carers

All parents /carers will be fully informed as to their child's identified gifts and /or talents and what this means. They will also be considered partners in the identification process. The academy will enable effective communication regarding G&T activities and opportunities and provide support and information to parents and carers with regard to all aspects of G&T provision. Parent / Carer voice activities as to G&T provision will be encouraged to inform policy.

Teaching and Learning

The Academy firmly adheres to the view that all teachers are teachers of the gifted and talented and have a responsibility for providing appropriate challenge within a supportive learning environment that enables high achievement. The principles of good teaching for *all* young people provide a foundation for effective provision for the gifted and talented. Intellectual challenge should be provided at all levels, with high quality interaction, innovative practice, and use of new technologies to raise and motivate learners.

Excellent teaching will be characterised by:

- lesson plans which accommodate the needs of gifted and talented pupils, recognising and building on what learners already know, avoiding unnecessary repetition and setting out appropriate objectives
- a classroom culture of high expectations and aspirations
- presenting the curriculum as a series of problems to be solved rather than a body of knowledge to be absorbed
- the use of varied teaching approaches to make learning an enjoyable and challenging experience, matching tasks to learners' maturity and preferred learning styles:
 - Encouraging independent thinking and open inquiry
 - Selecting and using questions that stimulate higher order thinking

- Encouraging and supporting pupils in asking their own questions
 - Promoting and modelling a variety of thinking skills
 - Modelling and requiring the pupils to use effective problem solving techniques
 - Using class discussion effectively
- the development of young people's confidence, self discipline and understanding of the learning process (metacognition): helping them to think systematically, manage information and learn from others.
 - the use of peer and self assessment to make young people partners in their learning, help them to assess their work, reflect on how they learn and inform subsequent planning and practice.
 - stimulating and paying attention to the pupil voice
 - linking out of class experiences with day to day learning
 - development of independent learning skills

The Learning Environment

Much of what gifted and talented pupils need is exactly the same as for other young people: they need challenge and support, expectations of appropriate behaviour and recognition of every kind of ability.

Gifted and Talented young people need to:

- have opportunities to take risks and see mistakes as learning opportunities
- have a stimulating environment, with access to high quality resources
- know that they can ask searching questions and get a considered response (even if it's 'I don't know ... how can we can find out?')
- receive appropriate encouragement and praise
- be recognised as individuals with strengths and weaknesses
- be able to hold meaningful discussions with the teacher, other adults, other able young people

Education for the Gifted and Talented, as for all young people, will focus on both their intellectual development and their social and emotional needs, and include key aspects of learning such as: social skills, self-awareness, managing feelings and empathy

The Curriculum

“ All children will experience an engaging curriculum that helps them to develop the knowledge, skills and understanding and attitudes they need to thrive throughout their lives.”
(2020 Vision)

The curriculum is designed to provide pupils with the breadth, depth and pace of study to match their learning needs. All Curriculum areas will establish their own sets of criteria for the identification of gifted and talented pupils, and establish ways of planning suitably challenging learning opportunities as part of every lesson. This will involve:

- effective assessment for learning that informs the planning of challenging curricular targets and differentiated learning objectives
- additional stretch being provided through a combination of enrichment, extension and acceleration activities
- opportunities for independent learning
- support in specific areas
- integrated learning in settings beyond the classroom

All staff must be able to

- recognise and teach the Gifted and Talented
- be familiar with the techniques for creating high levels of intellectual challenge in their curriculum area.
- offer or facilitate access to, opportunities for pupils to excel in broader intellectual pursuits, sports and the arts.

The Academy will establish a vigorous Gifted and Talented programme that increases performance across the board, lifting the aspirations of pupils, teachers and support staff and promoting an environment where working to the very best of one's ability is celebrated.

Personalised learning

Developing personalised learning pathways for pupils of differing abilities is central to our whole Academy approach and design of the curriculum. This ensures that higher ability pupils are constantly challenged within their teaching groups. Their education is tailored to individual need, interest and aptitude. Every pupil should achieve and reach the highest standards possible. Opportunities for enrichment, extension and cross phase working will be made available to pupils including those who are Gifted and Talented.

Enrichment and Extension

The Academy will organise a series of extension and enrichments activities for pupils who display academic excellence or individual talents in specific subject or specialist areas. Further, the Academy will build on the knowledge, understanding and skills acquired through learning beyond the classroom. The Academy will collaborate with educational establishments and providers at local, regional, national and international level to extend provision.

In addition to this a number of cross curricular experiences will be organised for each year group to develop higher levels thinking skills, leadership, entrepreneurial and personal skills. This will include working with more specialist teachers, artists, career professionals or coaches.

Out of hours learning will be made available on and off site and will include: masterclasses; local /national/international activities (e.g. Maths Challenge), NAGTY and other online in-depth study / virtual learning activities; University courses and lectures; cultural, creative and sporting courses; and residential summer schools, etc. Our lead sponsors will also provide opportunities to undertake bespoke G&T activities within the specialist area of Built Environment and Centre of Excellence for Performing Arts.

(Please refer to NAGTY advice and guidance relating to out of hours learning.)

The East Manchester Academy is committed to working closely with its partner primary schools to offer a wide range of enrichment activities for Gifted and Talented learners.

Monitoring, Evaluation and Review

The Governing Body will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.

Adopted by the TEMA On

Chair of Academies Trust Board

Principal

Review date

Further information

[Gifted and Talented education: Guidance on preventing underachievement: A focus on children and young people in care.](#)

[Gifted & Talented education - Guidance on preventing underachievement: a focus on dual or multiple exceptionality \(DME\)](#)

[Handbook for leading teachers for gifted and talented education](#)

[Gifted and talented Classroom Quality Standards \(CQS\) guided resource - a subject focus](#)

National Strategies

The gifted and talented focus area provides a range of guidance, materials and resources to support school leaders and leading teachers in meeting the needs of gifted and talented learners, including identifying and supporting the 'hidden gifted'.

www.standards.dcsf.gov.uk/secondary/keystage3/issues/focus/ws_gt_pri_sec

Young, Gifted and Talented

A key site that hosts the Learner Academy and the IQS and CQS with user guides, plus information and advice, details about resources and information about Regional Partnerships. Includes opportunities for gifted and talented learners and also offers guidance and information for parents and governors. Leading teachers will be particularly interested in the school/college area accessed from the home page.

<http://ygt.dcsf.gov.uk>

National Association for Able Children in Education (NACE)

NACE is for teachers of able, gifted and talented children and offers training, resources and the Challenge Award. For a comprehensive list of books on the teaching of able, gifted and talented children visit the NACE website.

www.nace.co.uk

The National Association for Gifted Children (NAGC)

Main organisation that supports the parents of gifted children and provides advice and guidance.

www.nagcbrtain.org.uk

Physical Education and School Strategy for Young People (PESSYP)

The focus of PESSYP is to improve the identification, support and provision gifted pupils in PE and

talented performances in sport. This website gives access to the major elements of the programme,

including PE Quality Standards for gifted and talented pupils.

www.teachernet.gov.uk/teachingandlearning/subjects/pe

National Competition Framework for PE and sport

The Talent Ladder website for the Youth Sport Trust is a source of information that enables support to be

given to gifted and talented sports people in schools.

www.talentmatters.org and www.talentladder.org

Oxford Brookes University (OBU)

OBU has led the national training for the Excellence in Cities (EiC) National Development Programme in

gifted and talented education and has a range of publications and guidance available to teachers.

www.brookes.ac.uk/schools/education/rescon/cpdgifted/cpdmatsguide.html

Qualifications and Curriculum Authority (QCA) guidance

The QCA's website contains detailed subject-specific guidance for both core and foundation subjects and

covers all phases, web-based downloadable national guidance on gifted and talented education.

Comprehensive, generic, subject-specific, Foundation Stage, Key Stage 1, Key Stage 2 (plus secondary).

www.nc.uk.net/gt/

QCA Tasks for the More Able

Key Stage 1 at: http://www.qca.org.uk/qca_9146.aspx

Key Stage 2 at: http://www.qca.org.uk/qca_9222.aspx

Key Stage 3 at: http://www.qca.org.uk/qca_9399.aspx

Guidance for teaching pupils gifted and talented in the arts (DfES, 2006)

This guidance has been produced specifically to help schools identify and support pupils talented in art

and design, dance and drama, including moving image and music. It can be downloaded from:

www.creativegeneration.org.uk

The Primary Framework for literacy and mathematics

The aim of the Primary Framework for literacy and mathematics is to support and increase all children's

access to excellent teaching, leading to exciting and successful learning.

www.standards.dcsf.gov.uk/primaryframeworks