

GIFTED AND TALENTED POLICY

Rationale, Principles and Aims

We at Thomas Bennett believe in the principle of equal value and an all inclusive ethos and we aim to provide an environment in which all students can develop to the fullest extent. In striving for excellence and improved standards of achievement we aim to provide a stimulating, enriching and differentiated environment to take account of individual needs. We aim to enable all abilities to maximise potential, regardless of socio-economic background as well as to create a culture where success, in all forms, is valued and encouraged. We believe in providing equality of opportunity to identify high academic ability, talents and aptitudes, to raise expectations and foster supportive and challenging strategies.

We aim to:

- ⌘ Recognise that more able students have particular needs and may work to higher cognitive levels
- ⌘ Foster a love of learning and the pursuit of excellence
- ⌘ Establish and develop effective identification procedures
- ⌘ Acknowledge, value and praise achievement
- ⌘ Work in partnership with parents/guardians or carers of the students
- ⌘ Maintain an inclusive approach when working with able students

Identification

At TBCC we currently identify G &T students by use of KS2 data, (English – 74+), recommendation from feeder schools, (but this needs clarifying), CAT scores, (112+ in any category including the mean), KS3 data, (Level 6+ - Ave points 40+), tutor nomination, subject nomination and parental nomination. This will identify students with standard tested abilities, but we also recognise that there should be a strong contingent of students identified in the Sports and Arts areas. To discriminate between those with general abilities and those who are subject specifically talented there are 2 separate categories on the register. If a student is identified in 3 or more subject areas but has not performed well in standard tests they are still classified as G&T G (general) and monitored closely.

In Y7 and Y8 general identification is carried out within the first half of the Autumn Term so that provision can begin as soon as possible, but subject specific identification is reported later in the Autumn Term to give departments time to clearly identify strengths.

It is envisaged there should also be peer identification as it is occasionally the case that students have knowledge of their peers' skills that some students and their parents have not made widely known to staff.

The aim is to ensure that students can be added to the register at any time during the year when identification may take place.

The Register

It is hoped that the register will be a flexible document held on the admin network - making it accessible to all teaching staff - where students can be added, (or removed) at whatever time is appropriate. At any one time there would be a core of students who have been identified by the basic identification method at the beginning of Y8, with other students being added if identification has been made subsequently.

Provision

Provision for students on the G & T register should be part of the general in-class teaching and learning as it is for any students identified with Special Educational Needs. Staff will need to be clearly able to identify who in their class is on the register. There should be differentiation by dialogue, (higher order questioning), interactive challenge corners, bonus questions, extension tasks as well as students being encouraged to use their own initiative to take their studies further.

Those identified will also continue the programme currently set up whereby students attend one lesson every six weeks to address certain aspects of the curriculum, eg literacy, numeracy, and the LEA enrichment programme, this will take place during the school day. It is hoped that other projects will be set up by different departments which will challenge students in particular subjects but also by individual or groups of staff addressing specific issues, eg the environment.

The Challenge Boards offer opportunities for all students to gain regular commendations – Word Wheel to help with Literacy, Maths Brainteasers for Numeracy, Puzzles and Dingbats for Lateral Thinking and Trivia Challenge Questions (differentiated for each Key Stage) for General Knowledge. A Challenge Project will also be offered for Y8, Y9 and Y10. This should be mainly student lead but cross-curricular with some specialist assistance and continue over a term and a half.

The LEA enrichment programme and membership of the National Youth Academy (Warwick University) will also be offered to appropriate students as will any new initiatives which may be set up.

Assessment

It is envisaged that all G & T students will eventually have a keyworker who will have oversight of monitoring progress. Students will need to set specific targets with regard to their specialisms and be offered opportunities for these to be met. Students will also be encouraged to follow a personalised learning format which takes account of preferred learning styles, and learning strengths and weaknesses. A Pupil Profile is being developed which

identifies all aspects of the student's learning and the targets that are being set. This will be accessible for all staff on the College network. Standard tests will also be monitored for appropriate 'value added'.

Roles and Responsibilities

- The G&T Co-ordinator will have the overview of the provision for G&T students within the College. Once the Profiles are in general usage they will be lodged with the G&T Co-ordinator, with the keyworkers having a hard copy and a copy of the current profile being stored on the admin. network.
- Each G&T year group will have a lesson once every six weeks which is delivered and devised by the G&T Co-ordinator
- Each department has a designated member of staff responsible for provision for G&T students within the department; they will attend a G&T rep meeting once per half term however the Subject Leader will have ultimate responsibility
- Monitoring and assessment will be the responsibility of the keyworker who will report regularly to class teachers and tutors to review and update the profile. A hard copy should be filed with the G&T Co-ordinator
- The overall responsibility for out of school activities, ie After School Clubs and individual projects will rest with the organiser but a hard copy of the provision, the students involved and evaluation should be kept within the appropriate department and with the G&T Co-ordinator
- Objectives with regard to the G&T programme are identified on the Learning Inclusion Plan which is overseen by the Deputy Head (curriculum support).

Success Criteria

- Improved learning culture
- Specific G&T identification in department policies
- Enthusiasm for lifelong learning
- Attendance on courses, internal and external
- Improved sixth form retention
- Increased higher education destinations
- Specific monitoring, recording and recognition of individual students' achievements

This policy will be reviewed annually.

KEY STAFF ~ MARY HAWLEY, DAVID RANDALL, CURRICULUM COMMITTEE

REVIEW ~ MAY 2008