



## Gifted and Talented Policy

*“Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard.”*

*(DfE, 2014)*

### Purpose

At Park Lane Learning Trust (PLLT) we strive to ensure that all our students are given opportunities to achieve their full potential. Those identified as Gifted and Talented (G&T) will have the opportunity to work at higher cognitive levels or will have the opportunity to develop their specific talents and/or abilities.

These students will also have opportunity to improve their areas of development as well as areas of strength and prepare these students for the opportunities, responsibilities and experiences of life. In addition to this we aim to provide staff and governor training in order to enhance their awareness of the needs of the G&T students. Contact is essential with parents. Parents/carers are kept informed at regular intervals about the progress of their child and any information or support that we can offer will be made available to the parents/carers.

### Definition of Gifted and Talented Students

Our Gifted students will be more able than their peers. Their abilities and academic attainment in one or more subjects will be in the top 5-10% of their year group cohort. Generally, we would expect our Gifted students to have CAT scores of above 100 and have the potential to achieve a grade A or above at GCSE level.

Our Talented students will be able to demonstrate a specific skill significantly better than others or a number of skills noticeably better. Talented students will come from subject areas P.E, Art, Drama, and Music and again will have the potential to achieve a grade A or above at GSCE level.

In order to meet the needs of our G&T students we will:

- ensure that our students Gifts and Talents are identified in individual subjects, thereby enabling the students to progress with their individual needs;
- use the Heads of Year and the G&T Co-ordinator to closely monitor progression and development of the individual students; and
- use this data and information to inform a curriculum programme that will extend, enrich, and develop the students, both within their specific talent and the wider curriculum.

## Identification and Monitoring

To recognise a wide range of abilities we need a wide range of methods of identification. These include:

1. Analysis of whole school assessment data as part of the school assessment cycle.
2. Monitoring individual student rates of progress over time.
3. Teacher identification supported by the use of G&T checklists.
4. Teacher identification of underachievement using data indicators.
5. Teacher identification supported by observation.
6. Parent and student self nomination with supporting evidence.
7. The use of end of Key Stage 2 assessments.
8. CATs (scores produced at the beginning of Year 7).
9. Consultation with faculties.
10. Student response/attitudes/motivation.

Other references may include knowledge of outstanding achievement outside of school (sporting club etc.)

We will not limit the numbers of students who can be identified as Gifted and/or Talented.

Students with English as an additional language (EAL) and students with disabilities and or special educational needs (SEN) will be given equal access to identification. The definitions are seen as complementary rather than exclusive.

## Student and Parent Involvement

We wish to involve students and parents in all the procedures outlined in this policy. Parents are welcome to come into school at any time to discuss with teachers the development of their child's Gifts and/or Talents.

Students who are identified as being Gifted and/or Talented will be informed through usual target setting and class based assessment procedures. They will be given challenging learning experiences and set targets that will support them in realising their potential.

Parents will be informed by letter about their child's Gifts and/or Talents. Parents and students may nominate themselves as part of the identification and assessment process. Parents will be kept fully informed of ways in which they can support their child to develop their Gifts and/or Talents.

## Our Approach

At PLLT we work hard to ensure a positive environment for all students. We value and recognise achievement in all areas equally. Outstanding work in academic areas is given the same degree of regard as outstanding performance in sport, music, drama, and art. Working hard is seen as worth rewarding, independent thinking is actively encouraged.

G&T students need to:

- have a secure environment in which they feel happy to display ability and to take risks;
- have teachers who expect excellence and not just competence;
- experience challenge, sometimes finding the work difficult;
- engage in exciting discussion and debate;
- have access to learning opportunities that recognise the range of learning styles;
- be given praise and be set challenging targets;
- know that they can ask questions and be given a considered response;
- relax and have fun; and
- know that 'having a go' is more important than getting it right.

In order for our students to achieve their potential we offer and encourage the students to be involved in out of class activities.

The following academic clubs/activities are available for our students:

- The Learning Resource Centre is open before and after school, as well as each lunchtime for students. Access to this provision is open to all, but students with particular gift will be encouraged to attend.
- The following opportunities are some of the activities available for students to develop their talents: (*e.g, art club, various sports clubs, various plays and productions, musical instrument lessons, bands, and musical productions*). Access to this provision is open to all, but students with particular talent will be encouraged to attend.
- In addition the school has made links with a number of organisations and individuals, e.g. Huddersfield University, Spring Hall Athletics and Halifax Rugby Club.
- Academic Interventions are available during lunchtimes and after school. They target students who are not quite achieving their potential and expected targets. Access to this provision is open to all, but students with particular subject gifts are encouraged to attend.
- From time to time educational visits will be organised to support and extend students' interest and talents, some of these activities may be in the evenings/ weekends/ school holidays. It is hoped that, wherever possible, access to additional provision (such as clubs and visits) will be open to all students who would benefit. Where this is not possible the criteria for eligibility will be made explicit.

## Monitoring and Reviewing

A list of the cohort will be maintained for the purposes of identifying students for curriculum opportunities, for staff information and for monitoring purposes. This list will be reviewed annually.

It is not a foregone conclusion that an identified student will remain on the list for the duration of their time in school. Those students identified as Gifted and/or Talented will be identified on individual subject registers. The G&T students will also be presented with and wear a three starred G&T badge on their school uniform.

This policy will be reviewed every three years by the Governing Body.