

Gifted and Talented Students Policy

Aim of the Academy

To provide unique and enriching opportunities for all.

Principles

At The Langley Academy we recognise that all students are individuals with their own gifts and talents, strengths and weaknesses, and unique learning needs. This range includes those having significantly higher levels of ability than most students of the same age in one or more curriculum areas.

We believe that each student has the right to be included in a broad, balanced and relevant curriculum, and that every student is entitled to have the opportunity to be involved in education appropriate to their needs, which challenges, motivates and rewards all abilities, enabling them to fulfil their individual potential.

Purposes

- To create the most appropriate learning environment so that students can progress as far and as fast as they individually can in terms of attainment, aspirations, motivation and self esteem. .
- To develop and implement a wide variety of learning opportunities with differentiated activities to suit different learning rates, styles, interests and abilities, including work at a higher cognitive level.
- To ensure that all students have the opportunity to experience an enriched curriculum that gives gifted and talented students the chance to develop and use their abilities.

Guidelines

Definition

There is not a simple definition of a gifted and talented student as each student has their own set of unique skills and abilities. However we define gifted and talented students as the top 5 per cent, on entry to the school, of the ability range in any of the following areas:

- general intellectual ability
- specific aptitude in one or more subjects
- talent in sport, creative or performing arts
- leadership qualities
- advanced social skills

Students performing at an even higher level will account for a tiny minority, probably 1-2 per cent of exceptional students capable of functioning at a level at least three years above their chronological age, or showing outstanding ability in one field.

Identification

Gifted and Talented students will be identified by a variety of means, including cognitive ability tests, teacher assessment, information from previous schools, CATs, information from subject teachers and information from tutors and parents.

The Identification and Review process will take place annually in Autumn Term, collated by the G&T co-ordinator and a list produced.

Co-ordination and Monitoring

Identified students will be placed on a register of gifted and talented students, and their progress will be monitored. An Academy Director will oversee this process, supported by a lead teacher for gifted and talented education and will work with colleagues to continually develop a programme.

Curriculum teams will assign a G&T coordinator in every faculty for these students and identify areas to be developed, action to be taken and targets to be met. Students identified as being of exceptional ability will have additional opportunities within their lessons to cater for their particular needs. The teams will review these on a regular basis – it will appear on team agendas at least once a term.

As with all students the academy will carefully observe and monitor the welfare of gifted and talented students both intellectually and socially, and give support and advice where necessary.

An Academy Director will work with each team to support them with teaching strategies and resources, and will have an overview of how each team deals with gifted and talented students. Tutors will be informed and students will be added to the Gifted and Talented Students data base on the shared area.

Provision

Each team and member of staff is responsible for identifying gifted and talented students in their subject area, and thereafter actively developing varied learning opportunities for such students. They should ensure that a wide range of resources is available for their use. Each team will regularly evaluate and review provision for gifted and talented students in their area. An Academy Director will have an oversight of activities and monitoring of gifted and talented students and provision.

There are differences between a child who may be referred to as ‘bright’ and one who is gifted or talented. The following table, taken from the National Association for Gifted and Talented Children, highlights some of the key differences, and could be helpful in identifying gifted and talented students:

Bright child	Gifted child
Knows the answers	Asks the questions
Understands ideas	Constructs abstract theories
Copies accurately	Creates a new design
Is interested	Is extremely curious
Good at memorising	Good at guessing
Has good ideas	Has unusual “silly” ideas
Works hard	Plays around, yet tests well
Listens with interest	Shows strong feelings and opinions
Grasps meaning	Draws inferences

Examples of Learning and Teaching strategies include:

- The coherent management of student groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of gifted and talented students in some groups there will be students who have gifts and talents in all groups.

- The provision of opportunities for gifted and talented students to work with students of similar ability. This will mean that we will endeavour to set up vertical groups where appropriate.
- Mentoring and additional provision for students of exceptional ability.
- The provision of enrichment/extension activities and tasks.
- Differentiation within subject areas.
- The development of independent learning by allowing students to organise their own work, to carry out tasks unaided, evaluate their work and become self-reflective.
- Use of experts inside and outside the classroom
- Provision could also include, in class provision for G&T students, small group provision for G&T outside 'lessons' and small group provision for G&T learners with personalised interventions based on gaps in their learning and interventions put in place to plug these gaps.

Extra-curricular activities

The academy will provide enrichment activities and clubs for gifted and talented students and co-operate with any local networks which may exist for this purpose. In particular we will make use of our link with Eton College for example in attending master classes and lectures in areas such as science/mathematics and creative thinking.

We will use links with the local community in its widest sense to extend and enrich experiences for these students.

Review Date: December 2012

Ratified Date: 5th March 2013

Date of next review: March 2015