

NTS – Gifted and Talented Policy

Rationale

As teachers, we must serve the educational needs of all our students. This includes the most able.

Aim

To offer those students who are identified as being gifted and talented the means of fulfilling their potential.

This will involve:

- raising their aspirations.
- having high expectations of them.
- developing intellectual independence in them.
- equipping them with an enhanced intellectual “kit” for life.

Provision

- G&T Register. This allows monitoring to take place. It also allows some commonality of response. In practical and creative subjects, it is possible for a pupil to be gifted in just one area (to be a gifted artist or footballer or musician, for example,) but this is not likely in academic subjects. No one is going to have the intellectual skills (as opposed to interests) to perform at the highest level in just, say, History.
- Mathematics. Small, special classes are timetabled in each year group from Year 8 onwards for our most able mathematicians. This is clearly appropriate in a specialist Mathematics school; it is also helpful to the intellectual development of talented scientists, economists and so on.
- Advanced Discussion Group. This group, which meets fortnightly, is designed to attract Sixth Formers who are keen to enhance their ability to construct reasoned arguments, debate current issues and express their opinions.
- Other areas. Responsibility lies primarily with subject departments. (See below)

Identification Strategies

Identification is an ongoing process allowing students to be added to the G&T register (and similarly removed from it) at any time. The main strategies are:

- intelligent use of assessment data;
- teacher nomination.

However, any evidence that suggests a student would benefit from being on the register will be taken into account.

Pedagogic responses

In order to encourage G&T students to become ‘independent learners’ we must offer them guidance on how to:

- organise their own work;
- engage unaided in tasks which stretch their capabilities;
- show **learning resilience and resourcefulness**;
- evaluate their work and to become self critical.

We must:

- listen to our most able students and adapt our teaching to meet their needs. This involves thinking hard about **how** our students learn as well as **what** they learn;
- provide opportunities for students to demonstrate their skills and talents. Work needs to be structured in a way that imposes no ceiling on what learners can learn;
- encourage students to take ownership of their own learning;
- ensure that between acceleration, and/or extension and/or enrichment are used intelligently, according to the needs of the individual and the subject;
- set tasks that give learners opportunities to:
 - work in increasingly analytical ways;
 - handle more complex material and ideas;
 - move into content areas that technically lie outside the curriculum;
 - **regularly experience investigative, problem-solving and exploratory approaches.**

We must not:

- simply leave them to work unsupported and undirected;
- overload them with extra work.

The Role of the Pastoral Staff

What we offer to G&T students must not come at a social or personal cost in terms of isolation or academic pressure.

It is the responsibility of form tutors and the pastoral staff to:

- monitor the welfare of G&T students;
- have an overview of the provision made for them;
- know the progress they are making;
- support them.

The role of Subject Teachers

To:

- inform their HoD about any student they feel should be included on the G&T register;
- plan and deliver appropriate provision for any G&T students;
- record student progress;
- work with HoDs and G&T Coordinator to develop strategies and activities to promote the learning of identified students;
- negotiate challenging targets with individual students, which they can work to over a set period of time.

The Role of Heads of Department

HoDs are responsible for:

- departmental G&T policy;
- criteria for identification and selection;
- producing a list of identified G&T students for each year group;
- differentiation, extension and enrichment within the department;
- maintenance of portfolios of excellent work.
- recording the progress of identified students;
- liaising with the G&T Coordinator;
- ensuring that programmes of study meet the needs of G&T students;
- providing activities within and outside school which enrich, extend, accelerate students' learning, as appropriate.

The Role of the G&T Co-ordinator

To:

- act as the first port of call for all staff seeking guidance on G&T issues;
- ensure that all the above occurs in real life and not just on paper;
- champion the cause of the most able and to monitor their progress;
- be critically aware of what is happening to them at NTS and to act on this knowledge;
- maintain the G&T register in consultation with Heads of Department.

It is also to act as a repository and conduit of good practice by:

- framing, refining, and implementing the school policy (in partnership with HM and DSN);
- reporting as required to SMT and the governors;
- keeping up to date with developments in the area;
- enhancing own expertise (identification, methodology, etc.);
- raising the awareness and professional effectiveness of colleagues;
- liaison inside and outside school (with other professionals and with parents);
- ensuring the CPD of colleagues (including NQTs).

Reviewed by the Curriculum Committee: October 2011

Review : Every 3 years or earlier if required

Next review due: September 2014