



GIFTED, TALENTED and MORE ABLE POLICY

Throughout the school, a wide range of teaching methods and strategies are used to ensure all pupils achieve well in relation to their capability. We are committed to matching what is taught and how it is taught to the pupils' abilities and aptitudes.

Each department develops and reviews regularly a Learning and Teaching programme for the more able.

The following strategies are used where appropriate:

- Differentiation by outcome, resource, task, dialogue, support, pace, content and independence;
- Differentiated homework where appropriate;
- Skills-based activities with an emphasis on higher-order thinking skills, e.g. problem-solving, decision-making, predicting, evaluation;
- Learning tasks which are creative and have an open ceiling of achievement;
- Independent learning opportunities;
- Enrichment and/or extension activities;
- Visits to school by experts, e.g. scientists, philosophers, authors, artists, musicians, etc.

Out of class we aim to provide:

- As wide an extra-curricular programme as can be resourced;
- Clubs at lunchtime and after school;
- Participation in regional and national competitions;
- Access to external masterclasses and summer schools.

Whole School Policy

Definition

At present, the DCSF defines 'Gifted and Talented' in the following way:¹

- In England, the term 'gifted' describes students who have the ability to excel academically in one or more subjects, such as English, Drama, History, etc.;
- 'Talented' describes students who have the ability to excel in practical skills such as sport, leadership, artistic performance;
- Some gifted and talented pupils may be intellectually able but also appear on the Special Educational Needs (SEN) register in recognition of behavioural, social, physical/sensory or specific learning difficulties.
- In comparison with their peers, when engaged in their area of expertise, gifted and talented young people will tend to:
 - ✓ Show a passion for particular subjects/areas of interest and seek to pursue them;
 - ✓ Master the rules of a domain easily and transfer their insights to new problems;
 - ✓ Analyse their own behaviour and hence use a greater range of learning strategies than others (self-regulation);
 - ✓ Make connections between past and present learning;
 - ✓ Demonstrate intellectual curiosity;
 - ✓ Show intellectual maturity and enjoy engaging in depth with subject material;
 - ✓ Actively and enthusiastically engage in debate and discussion on a particular subject; and
 - ✓ Produce original and creative responses to common problems.

¹ Department for Children, Schools and Families, *Effective Provision for Gifted and Talented Students in Secondary Education* (Nottingham: DCSF Publications, 2007), p.8.

- In addition, gifted and talented students may develop particular characteristics as they progress through the secondary/tertiary phase, such as:
 - ✓ A tendency to question rules and authority;
 - ✓ A well-developed sense of humour;
 - ✓ Growing self-determination, stamina and powers of concentration.

Huddersfield Grammar School defines its most able, gifted and talented pupils, relative to their year-group peers, as:

- Those students who show exceptional ability in curricular areas;
- Those students who possess a general academic learning ability that is significantly greater than most of their peers.

The above points are, of course, not exhaustive, and academic departments are encouraged to establish their own subject-specific criteria that match these general principles. The School recognises that pupils may display exceptional abilities in a wide number of areas, and that they might therefore qualify as both 'gifted' and 'talented' under the national definition.

Identification

No single method of identification is perfect, both since subject-specific criteria are very important in secondary education, and because ability, giftedness and talent are essentially qualitative terms, though quantitative data can be helpful.

Huddersfield Grammar School endeavours to reflect national best practice in identification of able, gifted and talented pupils.² Therefore, the School maintains a list of pupils so identified, which is co-ordinated by the Gifted and Talented Co-ordinator, who considers:

- 1) First and foremost, **teacher identification** through departmental meetings and annual departmental pupil identifications;
- 2) **Internal and external assessment** results, which include: End of Term Reports; results from internal School examinations; results from public examinations.
- 3) **Standardised assessment** results, in particular those pupils who score over 130 in the MidYIS examination, which is taken in the first term of Year 7.
- 4) **Parent, peer and self-identification**: opinions of parents, peers and pupils themselves.

The School recognises that this is an area requiring great sensitivity, as there is a risk that the self-confidence of pupils identified as most able, gifted and talented could be adversely affected. Therefore, we place particular value on the experiences of the teaching staff, who are aware of the importance of recognising that pupils, who may appear difficult, unhappy or bored, may equally have 'hidden' gifts.

Coordinating Provision

As with all School policies, the transfer of consistent practice across the School is important. The following arrangements for coordinating provision exist:

- Overall responsibility for this area rests with the Gifted and Talented Co-ordinator, who liaises with academic departments.
- The maintains a list of pupils identified as most able, which is included and updated in this Handbook.
- The Gifted and Talented Co-ordinator attends the Curriculum Committee, which is overseen by the Senior Deputy Head.
- The Pastoral Deputy Head and Gifted and Talented Co-ordinator will circulate Continuing Professional Development (CPD) opportunities, and they may also arrange whole-staff INSET on issues such as differentiation.
- The Assessments Co-ordinator makes standardised assessment data available to all staff via the School's database and network.

² In the maintained sector a National Register of Gifted and Talented Learners was announced in 2006, following on the references to Gifted and Talented pupils within the 'Personalisation' section of the Schools White Paper (2005). State schools are encouraged to identify the top 5% of the ability range based on standardised assessment at Key Stage 2: see Department for Children, Schools and Families, *Identifying Gifted and Talented Learners* (Nottingham: DCSF Publications, May 2008), especially pp.1, 5. Cf. *Effective Provision for Gifted and Talented Students in Secondary Education*, pp.11, which "assumes a norm of around 10% of pupils per school/college population."

- All staff have access to 'Pupil Profiles' in order to monitor pupil performance through the School's SIMS database. The Assessments Co-ordinator may produce additional tracking graphs of pupil performance in internal examinations in years 7-10 as against MidYIS data.

Provision for Able, Gifted and Talented Pupils

Working with Heads of Department and subject teachers, the Gifted and Talented Co-ordinator ensures that opportunities for extension and enrichment are built into Schemes of Work. In addition, the Gifted and Talented Co-ordinator work with Heads of Department to ensure that Departmental Handbooks make reference to Gifted and Talented pupils, stating departmental approaches to differentiation and provision.

Examples of departmental provision include the opportunity for Gifted linguists to study GCSE Italian and for Talented Art students to attend lunchtime workshop sessions.

Setting is used in certain subject areas, namely Mathematics, Modern Languages and the Sciences, to allow the most able to be taught with their ability peers.

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Provision for Able, Gifted and Talented Pupils continued

More generally, the following strategies of provision are used where appropriate:

- Differentiation by outcome, resource, task, dialogue, support, pace, content and independence;
- Differentiated homework where appropriate;
- Skills-based activities with an emphasis on higher-order thinking skills, e.g. problem-solving, decision-making, predicting, evaluation;
- Learning tasks which are creative and have an open ceiling of achievement;
- Independent learning opportunities;
- Enrichment and/or extension activities;
- Visits to school by experts, e.g. scientists, philosophers, authors, artists, musicians, etc.

Out of class we aim to provide:

- As wide an extra-curricular programme as can be resourced;
- Clubs at lunchtime and after school;
- Cluster activities with our ISSP partnership schools;
- Participation in regional and national competitions;
- Access to external masterclasses and summer schools.

Finally, as a School we set high expectations of our pupils, and we aim to encourage pupils to become more independent learners, taking responsibility for their own learning, both through feedback and individual target-setting.

On the following pages, this handbook includes a collection of practical strategies to support able, gifted and talented pupils, compiled by the Gifted and Talented Co-ordinator with the aim of providing helpful guidance to all staff. As, if not more, importantly, staff are encouraged to consult all the departmental policies contained in this handbook as a vehicle for sharing best practice on an interdepartmental basis.

Policy:	<i>GIFTED AND TALENTED POLICY</i>						
Number:							
Applies to:	<i>All Pupils in the Senior School</i>						
Authors:	<i>M G L Cooley, Head of Gifted and Talented</i>						
Approved by:	<i>E B Halse, Head Master</i>						
Annual Review:	<i>I certify that I have reviewed this policy, and verify that, to the best of my knowledge, it reflects current legislation and is in accordance with the wishes of the Governing Body and Head Master.</i>						
2009-2010		2010-2011		2011-2012		2012-2013	
Reviewer to enter initials next to appropriate date							