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# SAINT NICHOLAS SCHOOL

## GIFTED & TALENTED POLICY

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*Note: This policy applies to all sections of the school including EYFS*

Reviewed October 2013

Review Date January 2017

### 1. INTRODUCTION

- Saint Nicholas School is committed to ensuring that gifted and talented pupils are recognised, supported, inspired and challenged to ensure they do not underachieve and that they maximise their potential. Saint Nicholas School celebrates achievements and rewards success.

### 2. RATIONALE

We believe that G&T pupils:

- have the potential to become the leaders, thinkers, investigators and creative designers of the future.
- can benefit from mentoring beyond their chronological age group and therefore require additional opportunities outside the curriculum.
- can become disaffected which may present behaviour problems or deliberately underachievement to avoid identification or additional work.

### 3. AIMS

This policy is intended to support the following aims:

- The raising of aspiration for all pupils through implementing an inspiring programme for gifted and talented pupils
- High expectations of achievement for gifted pupils

The school aims to:

- provide entitlement to an appropriate education.
- provide opportunities to work at a higher cognitive level.
- provide opportunities to develop specific skills and talents.
- support teachers in their work with these pupils.
- ensure curriculum challenge.
- show concern for the whole child, both intellectually and socially.
- enrich the curriculum with an enrichment programme.
- facilitate pupils in accessing external opportunities.

### 4. DEFINITIONS

The school uses the following definitions:

- 'Gifted' learners are those who have abilities in one or more subjects in the statutory curriculum other than art and design, music, drama and physical education.
- 'Talented' learners are those who have abilities in art and design, music, physical education or performing arts such as dance and drama.

The term 'gifted and talented' is not to be understood as referring to the most able children in the national population. The term should be seen as relative and refers to a top % pre-identified by the school.

Within the school we recognise that gifted and talented pupils can be:

- good all rounders
- high achievers in one area

- of high ability but have poor writing skills.

We also recognise that those pupils who are gifted and talented do not always show their ability. Such pupils are gifted and talented even though their abilities may be hidden or remain as potential.

## 5. IDENTIFICATION

At Saint Nicholas School procedures for identification of G&T pupils are transparent, non-discriminatory, flexible and effective.

The DFCS has defined a cohort of between 5% and 10% of a school population, divided into *gifted* (academic) 2/3<sup>rd</sup> and *talented* (Arts, Sports etc) 1/3<sup>rd</sup>.

The agreed identification criteria at Saint Nicholas School will involve:

- Objective test data (PIPs, SATs, MIDYIS and internal examination results).
- Referral from teachers.
- Referral from outside organisations.
- Recommendations from Primary Schools and previous schools.

Underachievement, disability or behaviour problems will not prevent a student from inclusion in the cohort. Students will be added at any time during the school year if they meet the above criteria.

A register of G&T pupils will be published annually and updated as necessary and this will be distributed to all staff. Parents of pupils identified will be informed by post or email.

## 6. SUPPORT

- It is recognised that there is a need to ensure the social and emotional welfare of pupils identified as Gifted or Talented.
- Saint Nicholas School recognises the complex needs of the exceptionally able pupils and will seek to provide them with opportunity, enrichment and challenge.
- Students on the register will have a nominated mentor within their pastoral team who will be available to offer support and guidance.
- Students will be informed of, and encouraged to attend extra-curricular enrichment and extension opportunities.
- Parents will be encouraged to support pupils at home and inform the school of any concerns.
- Support includes time off school to attend competition and training camps.

## 7. CURRICULUM

Saint Nicholas School will ensure pupils have their full entitlement to the National Curriculum. The enrichment programme touches on a range of curriculum areas.

Individual subject areas may offer their own opportunities, such as visits, master classes and clubs.

Provision will be made for pupils to work at a higher level. Subjects will provide provision in their own appropriate way. These could include:

- Differentiated materials and higher order tasks.
- Grouping by ability.
- Accelerated entry for GCSE
- Differentiated homework tasks

## 8. ORGANISATIONAL AND IN-CLASS APPROACHES

Important strategies include:

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

- The provision of opportunities for gifted and talented pupils to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with older pupils occasionally.
- Mentoring and additional provision for pupils of exceptional ability.
- The provision of enrichment/extension activities and tasks.
- Differentiation within subject areas.
- The development of independent learning by allowing pupils to organize their own work, to carry out tasks unaided, evaluate their work and become self-critical.

## **9. OUT OF CLASS ACTIVITIES**

The following are offered on a regular basis and, although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practice and extend their skills.

- Enrichment days
- Additional lessons during school time
- Residential experiences
- Extra-curricular opportunities including clubs
- Performing arts and sporting activities.

## **10. CO-ORDINATION AND MONITORING**

The gifted and talented co-ordinator has overall responsibility for

- ensuring that the policy is implemented
- co-ordinating the monitoring of progress
- ensuring that the professional development programme includes relevant aspects of gifted and talented provision.
- Informing the Governing body of the programme and ensuring that there will be a Governor with responsibility for G&T.