

POLICY FOR WORKING WITH GIFTED & TALENTED PUPILS

1. Aims & Principles

Lingfield Notre Dame School is pleased to provide a rich education for pupils of all abilities and we recognise the need to promote appropriate opportunities to cater for the most able in our community. We welcome the challenge presented by Gifted and Talented pupils and acknowledge the need to meet that challenge enthusiastically and positively.

The aims of our work with the gifted and talented pupils support our stated aims, 'to motivate young men and women to leave school equipped to enjoy the challenges and opportunities of life', 'to stimulate intellectual curiosity and develop initiative', 'to foster aesthetic and artistic opportunities' and 'to cultivate personal and collective responsibility, service and leadership' as well as 'achieve high academic standards'.

2. Identification of Gifted and Talented Pupils

A definition of Gifted and Talented is pupils who have ability, understanding and potential to operate at a level beyond that which would be expected of a child of their chronological age. The pupil may also have outstanding ability in a specific area.

In identifying pupils of high ability we aim to recognise talent in a range of areas, not only academic subjects.

It is recognised that identification is not an easy task; therefore an open mind should be kept. Each method of identification has weaknesses and limitations. As a consequence the school uses a net approach containing a variety of methods.

Within school, departments identify pupils of high ability according to their own criteria which are contained in their Departmental Handbooks. Observations of performance and behaviour in class are discussed in Departmental Meetings and the names of those identified given to the Gifted and Talented Co-ordinator who updates the list. Appendix 1 contains a general check-list that departments may use as a starting point for discussions. Departments also have access to a subject specific checklist.

In the Senior School, evidence from feeder schools is taken into account, as is information from parents. Also Midyis and Yellis tests are administered as well as an entrance exam. NFER tests and Cognitive Ability Tests (CAT) in years 3 & 4 are also used in the Junior School. Throughout the school in-house record keeping systems, as well as regular mini tests inform identification and are used to track progress. Junior School class teachers and subject co-ordinators may liaise with Senior School Heads of Department regarding any identified pupils. Advice may also be taken from outside clubs or activities.

3. Approaches to teaching and learning

- Teachers aims to provide a differentiated curriculum, offering a range of opportunities for independent learning and open-ended investigation, which allows pupils to use higher cognitive skills and to access more advanced levels when they are ready.
- Some pupils may elect to pursue tasks which extend their thinking in a particular area through assignments which they complete at home. This involves consultation between pupil, teacher and parents.
- In exceptional circumstances, it may be possible to accelerate a pupil into a class above his/her chronological age. It should, however, be noted that his only happens on very rare occasions.
- Extra curricular activities may provide a means by which children who are talented in, for example, music or sport can be encouraged to excel. Where teachers have identified children who are able in these areas, it may be appropriate to alert parents to the existence of clubs or organisations which may be of interest to their child, as well as offering opportunities for development in school.
- In some subjects, such as Maths, Science, English and French pupils are usually set into ability groups in order to help them progress much faster.
- Many activities and school trips are organised to broaden pupils' experiences and provide opportunities, for example, in the Senior School, ski trips, language trips, a hockey tour. Throughout the school pupils may go on field trips, theatre visits, museum trips and other trips related to specific curricular study.
- Examples of good pupils' work will be displayed when appropriate to guide and encourage others.
- The senior school enters various national competitions, such as 'maths and science challenges' which provides an opportunity for the more gifted and talented.
- Particularly in the Senior School pupils are encouraged to speak, organise and lead school activities through such things as a school council, house events and work within the community.
- Dance productions, concerts, school plays, class assemblies and art displays as well as 'Stars in their Eyes' provide opportunities for all pupils to show off their talents.

4. Roles and Responsibilities

- (a) The school has a designated Gifted and Talented co-ordinator
He/She is responsible for:
- supporting staff in their identification of/provision for gifted and talented pupils.
 - Offering resources and training to support work in this area.
 - Collating and maintaining the list of gifted and talented pupils.
 - Contributing to the school development plan, to ensure planned whole staff training and development, and review of policy and practice.
 - Consulting with Senior Management.
 - Ensuring the handbook is up to date.

- (b) Curriculum co-ordinators and Heads of Department are responsible for ensuring that policies, schemes of work and resources include provision for high ability pupils, specifically extension activities and materials for gifted and talented pupils. The Gifted and Talented Co-ordinator may advise further.
- (c) The class teacher is responsible for:
- Providing a suitably differentiated curriculum to allow all children to experience challenge across a range of subjects.
 - Identifying pupils who are especially talented in one or more areas and informing the gifted and talented co-ordinator.
 - Liaison with parents at the point of identification and reporting on special provision/progress made.
 - Involving pupils in target setting and self-assessment procedures which will allow them to take increased responsibility for their learning as appropriate to their age and aptitude.
 - Filling in a termly record sheet for each identified pupil in their class to show opportunities given and progress made.

5. Record Keeping

Gifted and Talented pupils are identified using a checklist, on which aptitudes and behaviours are noted. This is kept as part of the list of Gifted and Talented Pupils, which is reviewed annually.

The list will be kept in the staffroom in a file marked 'Gifted and Talented', along with the handbook and whole school policy document, as well as department policies. There will also be the necessary forms in the tray for staff to use as they need them. When completed, forms and evidence should be put in the 'Gifted and Talented' co-ordinators tray.

6. Monitoring Process

Deputy Head – to monitor that Departments are addressing the needs of Gifted and Talented Pupils through Department Meeting Minutes.

G & T Co-ordinator

- to interview a selection of pupils identified on Gifted and Talented list at regular intervals.
- to monitor and track pupil progress on termly record sheets filled in by subject staff

Feedback will be given to staff where necessary via the Deputy Head.