



Achieving Excellence - Loving God - Caring for Each Other

Policy for the More Able, Gifted and Talented Pupil

1. Rationale

- 1.1 Crompton House is committed to the provision of a challenging curriculum for all students. We recognise that all students identified as gifted and talented have a right to a distinct teaching and learning programme that will meet their specific needs, enable them to realise their full potential at all times, inform and stretch their thinking beyond the limits of the National Curriculum and develop maturity to accept the responsibility that arises from their giftedness.
- 1.2 It is our intention that, by addressing the needs of the most able students, enrichment and extension is offered to all students, thereby raising the level of attainment for those who may fall into the mid-range category with average levels of ability.

For more information on Our Statement of Philosophy see Appendix 1

2. Identification

- 2.1 The task of identifying gifted or talented students will be achieved through consultation between teachers, parents, students and other outside organisations and agencies involved in the development and education of our students. Any area of giftedness or talent can be referred to the G & T Co-ordinator by any of the stakeholders above who will inform the relevant people, as appropriate so that the students' abilities can be nurtured.

For more information on identification of Giftedness see Appendix 3

- 2.2 All students will be reviewed annually in the Summer Term and the G & T cohort lists updated. In years 7-11 cohort lists will identify approximately the top 5-10% each curriculum area based upon a range of assessments and observations. In years 12-13 the percentage of students recognised, as G & T will exceed 5-10% following GCSE average scores and a desire to include students recognised as G & T from neighbouring schools.
- 2.3 All teachers and parents should be informed of who has been identified as gifted and talented so that appropriate extension and enrichment can be provided to meet the student's specific learning needs.

For more information on the formation of Cohort Lists see Appendix 4

3. Provision for the most able, gifted or talented pupil

- 3.1 The primary role of any school is to provide first class teaching and learning opportunities in order to enhance the abilities of all students. This is best achieved through a partnership between the child, the parent, the school and other outside organisations and agencies.



- 3.2 The school is committed to the development of all teaching staff through Continuing Professional Development (through innovation time) and sharing best practice

~~(Excel Programme) and a cross-curriculum Gifted & Talented network that will meet at regular intervals throughout the year.~~

- 3.3 Each subject area should develop areas of provision appropriate to their curriculum area and where appropriate, utilising the support of the G & T Co-ordinator. The G&T Co-ordinator will regularly update a central record of this provision across years groups/key stages.

- 3.4 The G & T Co-ordinator should encourage G & T students to develop their own gifts and talents through membership of G&T organisations such as The Brilliant Club: The Scholars Programme. The G & T Co-ordinator will also provide students with resources to access via Teams which encourage and promote scholarship.

For more information on Provision for the Most Able see Appendix 5

4. Coordinating provision

- 4.1 The Headteacher and Senior Leadership Team are ultimately responsible for approving and directing all aspects of G & T provision within the school.
- 4.2 The G & T Co-ordinator is responsible for monitoring provision of resources and activities for the most able students at Key Stage 3 and 4, and preparing a report on all provision for the Senior Leadership and Governors. As well as working with curriculum teams and subject areas, the co-ordinator will also work with the Heads of Year where appropriate, and the Head of Sixth Form and Sixth Form G&T Co-ordinator where focus is on raising aspirations for higher education, and facilitating transition between Key Stage 4 and 5.
- 4.3 The Head of Sixth Form and Sixth Form G&T Co-ordinator is responsible for monitoring provision of resources and activities for the most able students at Key Stage 5, for raising aspirations at Key Stage 4, and preparing a report on all Aspire activities for the Senior Leadership and Governors.
- 4.4 The Subject Specialist and Curriculum Team Leader are responsible for facilitating, coordinating and recording all activities related to the most able students within their area of the curriculum.
- 4.5 All teachers are responsible for their own professional development, the provision of teaching and learning opportunities within the classroom, and the assessment and monitoring of our most able students.

For more information on the Roles and Responsibilities relating to the provision of a distinct G & T curriculum see Appendix 2

5. Useful Resources



- 5.1 The G & T Co-ordinator will ensure any details of courses that may benefit staff who are interested in Continuing Professional Development are available and will encourage Subject Specialists' to consider G & T professional development needs within their department.
- 5.2 The G & T Co-ordinator will distribute information about resources, activities and events for more able student directly to students via a Teams channel, the G & T co-ordinator will encourage engagement with activities. Heads of subjects and course leaders will be given access to this page to place subject related enrichment and scholarship opportunities. Where appropriate, the G & T Co-ordinator will help identify appropriate students and organise participation.

For more information on useful websites see Appendix 6.

Gifted and Talented Co-Ordinators: Mrs Gemma Owen and Miss Rhythm Jones

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Date 15th February 2022

Signed (Chair).....R Lait.....

Print NameRichard Lait.....

Date of next review.....February 2024.....

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Statement of Philosophy

Aims:

- ❑ To provide a safe, caring and happy environment, where each child is valued as an individual and can develop his/her full potential.
- ❑ To provide for each child a wide, balanced curriculum of high quality, appropriate to the interests and aspirations of the individual, encouraging the development of the whole person and fulfilling the requirements of the National Curriculum.
- ❑ To develop the potential of each child within his/her capabilities, recognising different needs and abilities and providing challenges and appropriate teaching at each stage of development.
- ❑ To set and maintain standards of discipline, courtesy and general moral values so that the school community may function effectively.
- ❑ To engender a sense of self-respect, independence and self-motivation.
- ❑ To increase the individual's capacity to accept responsibility for actions taken. To encourage children to recognise their responsibility to and dependence on others to help them become active, reasoning participants in a democratic society.
- ❑ To provide a non-sexist, non-racist atmosphere which fosters respect for religious and moral values, linked with tolerance of other people, races, religions and lifestyles.
- ❑ To foster links between home and school and develop a partnership with parents in the education of their children.

Objectives:

- ❑ The Gifted and Talented Co-ordinator, where appropriate, will oversee the implementation of the whole school Gifted and Talented policy, ensuring that there is a balanced provision for all students regardless of year, gender or area of ability.
- ❑ Departments will develop curriculum policies, which clarify how the more able, gifted and talented students are to be identified and their needs met.



Roles and Responsibilities

The Headteacher and the SLT are ultimately responsible for:

- ❑ Approving and directing all aspects of Gifted and Talented provision within Crompton House, both in whole school initiatives and at departmental level.

The Gifted and Talented Department is responsible for:

- ❑ the development, implementation, monitoring and evaluation of the school's policy for its gifted and talented students and the teaching and learning programme for them. This will include:
 - Producing and reviewing the whole school G&T Policy.
 - Developing an annual action plan.
 - Meeting with the SLT to discuss related matters, update progress and identify questions and concerns - at least once every term.
 - Acting as a link person between all departments and committees within Crompton House and other schools and organisations, locally and nationally.
 - Acting as a point of first contact between home and school on matters relating to Gifted and Talented provision.

The Head of Subject is responsible for

- ❑ Producing and reviewing the G&T component of their subject policy.
- ❑ Overseeing the development of opportunities, advice and resources to help able students maximise their potential and identification of the subject cohort.
- ❑ Providing information and advice to support parents or carers of Gifted and Talented students within the specific subject area.
- ❑ Identifying a member of the department to serve as link person with the Gifted & Talented Co-ordinator and attend Working Group Meetings.

All Teachers are responsible for:

- ❑ Identifying appropriate enrichment opportunities and challenge for class based learning and homework.
- ❑ Maintaining documentation of students' progress and achievements.
- ❑ Developing knowledge and teaching and learning strategies to support gifted and talented students as part of continuing professional development.



Identification of gifted and/or talented students

In defining what is meant by the term 'more able', 'gifted' or 'talented', Crompton House School has adopted the following definition:

More able children are those who will be achieving or have the potential to achieve, significantly in advance of the average for the year group in their school.

Gifted children are those who show an exceptional ability in one or more academic areas. This might be in a core subject such as Mathematics, Science and English, or other curriculum subjects such as History, Modern Foreign Languages or ICT.

Talented children are those who show an exceptional ability in one or more skill-based areas such as Music, Art, Sport or Drama.

It is also recognised that some subject areas may not fall easily into these definitions, for example food & textiles or design technology. Such subjects demand a combination of gifting and talent.

Less easily acknowledged gifts/talents - such as leadership, creative imagination or social and emotional maturity - also need to be recognised. These areas should form part of the identification criteria within subjects such as Personal, Social, Health and Citizenship Education, and are necessary components, along with academic abilities within the Religious Studies curriculum.

At Crompton House we will seek to use the following range of information to guide our decisions when seeking to identify more able, gifted and talented children:

Tests: SATs at KS2 (if used by a primary). Cognitive Ability Tests (completed on entrance to Crompton House). Summative assessments completed as specified points on the school assessment calendar. GCSE Scores, Accredited music, drama and sporting qualifications.

Formative Assessment: Based on pupil performance in class or school activities using checklists and assessment criteria (general or subject specific).

Opinion: Teacher's professional judgement, parents' views, specialists in a particular field, other staff or subject co-ordinators.

Provision: The pupil's responses to higher-level tasks and challenges.

When considering the identification of the more able, gifted and talented, students it is important to remember that:

- ❑ Identification is an ongoing process and subject to continuous review. Acceptance onto the Gifted and Talented cohort is not permanent and must allow for students to develop at different rates, both intellectually and physically, during their time at school. Equally, students may be identified as Gifted and Talented at any point in their school career.
- ❑ Children may have high ability in one particular area or across a range of subjects and areas.



- ❑ Children on the SEND Register may be more able in a particular area.
 - They may be children with Specific Learning Difficulties.
 - They may be children with Physical Difficulties or Sensory Impairments.
 - They may be children with emotional and behavioural difficulties, including those difficulties that may be caused by inappropriate curriculum provision.
- ❑ Achievement is linked to the opportunities and support which teachers and parents provide as well as the motivation, hard work and innate ability of the individual.

It is also important to remember that “ability” covers a broad spectrum including:

- ❑ General Intellectual Ability: all round high academic ability.
- ❑ Specific Academic Aptitude: high aptitude in a special subject area.
- ❑ Creative or Productive Thinking: originality of thought, lateral thinking.
- ❑ Leadership Qualities/Social Skills: ability to relate to and influence others.
- ❑ Creative and Expressive Arts: fine arts, dance, drama, music.
- ❑ Physical Ability: gross motor skills as in sports and games.
- ❑ Mechanical Ingenuity: fine motor and manipulative ability.

(Eric Ogilvie 1973)



How Gifted and Talented Cohorts are identified

For Year 7: *New Intake Cohort*

- Parents are invited to identify areas of gifting or talent that their children have demonstrated during Key Stage 2. These forms will be passed to the Gifted and Talented Co-ordinator who will identify subject specific ability and inform Heads of Subject as well as form tutors for holistic purposes.
- Primary Schools are also invited to identify exceptional ability based upon teacher observation and other assessment criteria.
- We will use SATS and CATS results to formulate our initial Year 7 Gifted & Talented Cohort by the end of the first half of the autumn term – this is reviewed and updated in the Spring Term following data and input from departments.

The Year 7 New Intake Cohort list will serve as our **central cohort** list until the end of the academic year to allow opportunity for teachers to assess every child according to subject specific criteria.

For Years 8 to 11: *subject cohorts*:

- During the Summer Term, teachers are asked to list 5-10% of each year group who might be considered more able, high attaining or gifted.
- All teachers should know who are the most able students within their subject specialism.
- Provision should be considered for these children and discussed at subject and curriculum team meetings.
- All subject areas have been provided with a list of key ways to support G&T students in their subject areas. These relate to building relationships, questioning, providing extra challenges, allowing G&T students to explore real life application of their subject, utilising the expertise of G&T students and seating G&T students strategically in the classroom.
- Lists of these students should be given to the Gifted and Talented Co-ordinator to add to the central spreadsheet.

Central Cohorts:

- During the summer/autumn term the Gifted and Talented Coordinator will collate central cohort lists to identify students who have received multiple nominations (usually 3 or more).
- These students will form the Central Cohort and parents and teachers will be informed of who they are during the autumn term.
- **A subsidiary list** will also identify talented students who have excelled in the areas of music and sport, and have shown talent that has been recognised at a regional or national level outside of the school.

For Year 12-13:

- Year 12 and Year 13 are identified on the average GCSE score and form the aspire cohort.
- In addition, subjects can nominate students that demonstrate particular talents in PE, music, art, drama.



- ❑ External applicants from other schools identified as G&T are included on the list for further review.

Appendix 5

Provision for the More Able, Gifted OR Talented Students

Where children have been identified as being more able, gifted or talented, the Gifted & Talented Co-ordinator will complete an identification form and parents will be informed and consulted. Advice to parents on how to support the needs of the pupil will be provided by the Gifted & Talented Co-ordinator and/or by the pupil's teacher in the area of their ability.

A copy of all subject and central cohort lists will be made available on Sharepoint, to the Senior Leadership Team, to all teachers and to support assistants who will then use this information to assist with curriculum planning and learning support.

The Gifted and Talented Coordinator will seek to monitor and track pupil progress through each key stage. This will involve a range of monitoring procedures including:

- ❑ Summative assessment data.
- ❑ Informal conversations with teachers/parents.
- ❑ Informal conversations with students.
- ❑ Fischer Family Trust Data.
- ❑ And any other forms of assessment data that may be available within the school or supplied by parents/students.

Students on the central cohort will be communicated with regularly by the G&T coordinators through the teams page to discuss and provide benefits and opportunities as a result of being in the central cohort. Students and parents will be informed of benefits and opportunities through communicating activities in the school newsletter.

GENERAL PROVISION AND STRATEGIES FOR THE MORE ABLE

At Crompton House we will develop the learning opportunities of the most able, gifted and talented students including:

- ❑ Raising expectations of achievement among staff, through sharing examples of the best work done by the most able students.
- ❑ Monitoring data and school performance indicators against individual pupil progress.
- ❑ Identifying under-achieving students and setting appropriate goals.
- ❑ Creating a supportive learning environment that encourages risk taking, but also helps students to accept their failures as a positive learning experience.
- ❑ Building up resources for extension reading in all areas of the curriculum within the school library and departmental resources.
- ❑ Providing pace, progression and a variety of activities to support all learners.
- ❑ Encouraging the use of open-ended enquiry and searching questions.
- ❑ Informing students of lesson objectives and clearly presenting success criteria.
- ❑ Using tasks from beyond the particular key stage to provide a challenge to the most able.



- ❑ Structuring classroom groups to enable the most able students to work together at the highest levels on suitable occasions.
- ❑ Developing pupil skills of self and peer evaluation.
- ❑ Reviewing all areas of the curriculum to enhance assessment for learning.
- ❑ Setting homework tasks that offer greater challenge and extension.
- ❑ Giving recognition, praise and reward that celebrates achievement.
- ❑ Providing access to library resources, ICT and independent learning opportunities.
- ❑ Encouraging involvement in departmental, whole school, regional or national activities that offer enrichment and extension.
- ❑ Working with parents or carers to support the raising of aspirations.
- ❑ Promoting links with other organisations and universities to provide learning opportunities and raise aspirations.
- ❑ Addressing pastoral needs of the most able, taking into consideration the emotional and spiritual development of students, which underpins personal development and a mature attitude to study and attainment.

For further information on teaching and learning strategies to support the more able, gifted and talented students refer to Appendix 6 **Useful sources of Further Information**.

Pastoral strategies to help meet the social and emotional needs of able students should include:

- ❑ **Understanding** – living and coping with high ability and having the self-confidence to be proud of their achievements.
- ❑ **Contact** – encouragement to work with average and less able peers in and out of the classroom.
- ❑ **Belonging** – encouragement to feel part of the group, not hanging back and not set apart or different.
- ❑ **Tolerance** – learning to be tolerant of those who work more slowly, need more help and/or who are less able.
- ❑ **Challenge** – having opportunities for contact/work with students of comparable ability.
- ❑ **Reward** – opportunities to have their special achievements recognised and rewarded.
- ❑ **Home/School Liaison** – information for parents to guide their support and clear identification and advice about work or tasks that will provide a challenge.

Extra curricular activities offered at Crompton House include: music, dramatic productions, duke of Edinburgh Awards, master classes, clubs, various educational and residential visits, extra curricular GCSE classes, programme of support for Oxbridge Students and students applying for medicine & veterinary practice, the Aspire programme **and the Brilliance Club Scholarship Programme**

** In any year the options available may change. For a full list of all current activities ask the Gifted and Talented Co-ordinator.*



Useful Sources of Information

BBC School online www.bbc.co.uk/education/schools
CASE www.case-network.org
DfES Gifted and Talented www.standards.dfes.gov.uk/giftedandtalented/
DfES Thinking Skills www.standards.dfes.gov.uk/thinkingskills/
Further Education Resources for Learning <http://ferl.becta.org.uk/index.cfm>
Geoff Petty – Teaching Today www.geoffpetty.com/
G&T Educational Resources www.uis.edu/~schroede/school/taglink.htm
How Stuff Works www.howstuffworks.com
London Gifted and Talented www.londongt.org/homepage/index.php
MENSA Foundation for Gifted Children
National Academy for Gifted and Talented Youth www.nagty.ac.uk/
National Association for Able Children in Education www.nace.co.uk
National Association for Gifted Children www.nagcbritain.org.uk
Nrich www.nrich.maths.org
Ohio Association for Gifted Children www.oagc.com
Oxford Brookes University www.brookes.ac.uk/schools/education/rescon/cpdgifted/home.html!
QCA www.qca.org.uk
RECAP Research Centre for Able Students,
Science Museum www.sciencemuseum.org.uk
Scottish Council for Research in Education www.scre.ac.uk
World Council for Gifted and Talented Children www.WorldGifted.org
Xcalibre www.xcalibre.ac.uk
10 Downing Street www.number-10.gov.uk
21st Century Learning Initiative www.21learn.org
The Brilliant Club [The Brilliant Club](http://TheBrilliantClub.org)