

CHEW VALLEY SCHOOL POLICY STATEMENT FOR GIFTED & TALENTED STUDENTS

Rationale

- Acknowledge the student's right to have their strengths identified and to be suitably challenged in a positive, nurturing environment which recognises and appreciates their talents, skills and ability.
- Links with other school policies, i.e. Inclusion, Equal Opportunities and Special Educational Needs
- To enable each student to reach his or her full potential.
- Developing the potential of Able, Gifted and Talented is a responsibility of every member of staff

Aims

- To provide a community where a variety of abilities are recognised, valued and fully developed
- To develop higher cognitive skills
- To provide opportunities to develop specific talents
- To provide support for gifted and talented students to develop social, personal and leadership skills
- To ensure that gifted and talented students are able to fulfil their potential

Definition of Gifted and Talented

A Gifted and Talented student is one who:

who has the capacity for, or demonstrates, exceptionally high levels of performance in one or more areas of school life.

The school will also recognise those students who demonstrate exceptionally high levels of performance in extra-curricular pursuits, even when these take place outside of school.

It is critical that there is no quota for Gifted and Talented students at Chew Valley School. This recognises that, in some cohorts, there may be more Gifted and Talented students than in others.

Other students who may not be listed on the register but are able and enthusiastic in their studies and show potential may also be included in opportunities and curriculum enrichment.

Identification of Gifted and Talented Students

The core of Gifted and Talented Students identified for academic ability will be nominated by the Deputy Headteacher on entry to the school. These students must fulfil **two** of the following three criteria:

- CATs scores in excess of 125 in at least one battery, and a mean SAS of 121 or higher
 - CAT tests are Cognitive Ability Tests, used to provide a baseline assessment of student ability at the start of Year 7. Students sit three batteries – Verbal, Non-Verbal, and Quantitative – which are used to provide a mean SAS (Standardised Age Score) related

to their chronological age. The national average achievement would provide a score of 100.

- NFER reading age of 15+, and a Standardised Reading Score of 121 or higher
 - NFER reading tests are used at the start of Year 7 to provide a measurement of students' reading ages related to their chronological age. The Standardised Reading Score is related to their age – the average achievement would be 100.
- Level 5 assessments across KS2 tests and Teacher Assessments in English, Maths and Science
 - Key Stage 2 tests and Teacher Assessments in English, Maths and Science are used to provide a baseline of attainment at the end of Year 6. Level 5 is the highest attainable level in these assessments.

Students may then be added to the register as Gifted and Talented in a particular area through nomination by:

- Head of Subject
- Teacher with responsibility for G&T within a subject
- Head of Year
- Parent
- Peer Group

Each nomination will be subject to approval by the Deputy Headteacher with responsibility for Gifted and Talented. Nominations must therefore be grounded in evidence which may be required to support a nomination.

Parents or carers will be informed by the end of Term One of each academic year if their child is on the Gifted and Talented register, with clear information about the nomination process, the reasons for their child's inclusion, and the programme of enrichment activities on offer.

Process for Monitoring, Review and Development

The academic progress of Gifted and Talented students will be monitored as a discrete group by the Deputy Headteacher with appropriate Heads of Subject and Heads of Year. Intervention will take place consistent with school policy where underachievement is identified.

Gifted and Talented status is awarded for one year only. The register will be reviewed in Term 6 of each academic year. Where possible, nominations will be referred back to the member of staff who originally nominated a student. Where this is not possible, the appropriate Head of Subject or Head of Year will be consulted. Nominations can be renewed or annulled and new nominations can be made. The revised register will be published at the start of Term 1 of the following academic year.

Provision for the Gifted and Talented within the Curriculum

Gifted and Talented students may be supported in a number of ways, including:

- Provision of differentiated work
- Personalised curriculum
- Setting by ability
- One-to-one support by a subject specialist
- Assigning a mentor (either a staff or peer mentor)
- Accelerated curriculum (early entry for exams or lessons with a year group above a student's chronological age)
- Options allowing students to specialise at KS4 and post-16

- Access to post-16 extension courses such as Further Maths and Critical Thinking

Each student will be assessed as an individual case and appropriate support assigned.

Every member of staff should be aware of students who are Gifted and Talented in their teaching groups, and the area in which the student has been identified as Gifted and Talented. Where appropriate, differentiation should take account of this. Being gifted and/or talented should be a joy rather than a chore. It is not desirable simply to set the G&T student extra work. Rather, he or she should be set different, more challenging work. In some circumstances, for instance, it may well be appropriate to get such a student to teach or assist other students.

Provision for the Gifted and Talented outside the Curriculum

Gifted and Talented students have access to B&NES enrichment activities (the APEX programme) and courses at Kilve Court. The school will also support students identified as Gifted and Talented in their applications to the International Gateway for Gifted Youth (IGGY) at Warwick University. The School Sports Partnership also provides opportunities for those Gifted and Talented in Sport or PE.

Within school, examples of extra curricular provision include Debating/Public Speaking Competitions, writing for the Bristol Evening Post or school newspaper, the Carnegie Medal shadowing group, spelling bee, Creative Writing Group, Theatre Visits, Art Club, Photography Club, Summer Art Show, MFL Exchanges or Trips, provision of activities for feeder Primary Schools, Maths Challenges, Animation Club, participation in School Council Teams, or running for DAFBY or UK Youth Parliament. The Performing Arts Department also provides clubs and societies in Drama, Dance and Music, and the opportunity for gifted and talented performers to lead community arts initiatives. Whilst these (and other) activities are open to all students, they present particular opportunities for Gifted and Talented students to enrich their experiences, develop their skills, and stretch their ability.

Staff at Chew Valley will actively seek to organise activities that will enrich, stretch and raise aspirations for Gifted and Talented students.

Where appropriate, the school will look to train and assign Peer Mentors from within the Gifted and Talented cohort to provide positive role models for younger students, to raise self-esteem and encourage aspiration and ambition.

Responsibility for co-ordinating and monitoring progress

Mr Chris Hildrew, Deputy Headteacher

Policy approved January 2011

Policy Review January 2013