

ABLE, GIFTED AND TALENTED POLICY

Beliefs and Values

At Cromwell Community College we believe that all young people are entitled to an education that will enable them to develop their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social.

We also believe that young people should be able to live and develop as well-adjusted, autonomous and valuable members of society.

All young people have particular and individual needs, which must be met if these goals are to be achieved. Therefore it is important that as far as possible, the education of every young person should be individually planned.

Cromwell Community College is committed to providing a sufficiently challenging curriculum for all its pupils. In addition we provide opportunities to identify and in turn nurture those who are 'Able, Gifted and/or Talented' and their exceptional talents and abilities.

All pupils have an entitlement to the following:

- Staff commitment to develop their full potential at all times
- Lessons that stimulate, interest, challenge, inform, excite and encourage through partnership and dialogue with teachers and other pupils and active participation in the lesson.
- Courses that lead to examinations and accreditation
- Skilled, well-prepared and informed teachers who have a perspective and understanding of whole-school needs, problems and policies, especially those which concern issues relating to those pupils identified as Gifted and/or talented.
- An entitlement beyond the subject teaching, including preparation for adult life and preparation for the world of work. This should include extra-curricular activity, personal and social education, careers guidance and counselling, visits to local industry, work experience and community service.

Definition

There are many definitions of *Able*, Gifted and Talented. “Excellence in Cities (EiC) identifies:

- ‘Gifted’ learners as those who have abilities in one or more subjects in the statutory school curriculum other than art and design, music and PE
- ‘Talented’ learners as those who have abilities in art and design, music, PE, or performing arts such as dance and drama.

In defining what is meant by the term ‘*Able*, Gifted and Talented’, we have adopted the following definitions:

- Those who show an exceptional talent. This might be in a curriculum area such as mathematics, music, art or sport or be a less easily acknowledged talent such as leadership, creative imagination or social maturity
- Those pupils who possess a general academic learning ability that is significantly greater than that of most of their peers.

The above list is, of course, not exhaustive and pupils may display exceptional abilities in a wide number of areas.

Identification

The government states that “all schools are required to identify a Gifted and Talented pupil cohort comprising 5 – 10% of pupils in each year within Key Stages 3 and 4. These are pupils who achieve, or who have the ability, at a significantly in advance of the average for their year group in their school”.

The Government also states that “each school’s identification strategy must make use of hard data, including the results of national curriculum tests and evidence derived from them. It must also draw on a wider range of qualitative evidence.”

No one method of identification can be entirely accurate since specific subject criteria will develop. Therefore, we endeavour to obtain as much information about individual pupils as possible. The methods employed area as followed:

- Information from previous schools
- Internal and external assessment and testing
- Specific criteria developed by subjects or their professional associations
- Teacher/parent/peer/self-nomination

Evaluation

As with all our school polices, the transfer to consistent practice across the school is of paramount importance and thus we must evaluate our progress. The responsibility will fall to the Gifted and Talented Coordinator, who will report directly to the Senior Management Team. Results of evaluation will be discussed annually

at Senior Team meetings and shared with the Gifted and Talented Group in school and also the curriculum committee of the governing body.

Arrangements for Co-ordinating Provision

- The appointment of a named individual to coordinate the College's response to meeting the needs of Gifted and/or talented pupils.
- The identification of a key link person in each faculty/curriculum area to liaise with the *Able*, Gifted and Talented Coordinator and to establish mechanisms for coordinating and monitoring progress of the Gifted and/or talented pupils.
- All Schemes of Work are planned by heads of departments to include specific enrichment material and ideas on a module-by-module basis.
- Awareness amongst all staff of their role in the identification of Gifted and/or talented pupils based on subject-specific criteria and the need to make the curriculum sufficiently challenging.
- The establishment of a register of Gifted and /or talented pupils established by the *Able*, Gifted and Talented Coordinator and published to all curriculum areas
- Continuing professional development for staff that addresses the implications of more Gifted and/or talented pupils for Senior Management, within individual subject areas and develop teaching and learning styles that take account of differentiation, enrichment and extension.
- The regular monitoring and reporting, to the *Able*, Gifted and Talented Coordinator, of individual student performance
- An audit of enrichment and extension opportunities provided by the wider extra curricular programmes, led by the Gifted and Talented Coordinators.
- The active encouragement of pupils to enter local and national events, including residential courses and competitions.
- The provision of discrete pastoral care (where required) on a individual basis.
- The provision of mentoring where appropriate
- Opportunities for Gifted and talented pupils to work together
- Recognition, celebration and rewarding of achievement of all pupils
- Close liaison by the school with external support agencies and the home
- Mechanisms to identify and address under achievement

Responsibilities

Curriculum Co-ordinators/Heads of Departments

- To prepare subject-specific criteria
- To inform departmental staff of these criteria
- To keep a record of the criteria and pass on to the *Able*, Gifted and Talented Coordinator
- To identify pupils who meet the criteria
- To pass these names onto the *Able*, Gifted and Talented Coordinator

- To provide schemes of work that contain enrichment/extension material for identified pupils
- To ensure that teachers have registers that recognise who has been identified
- To ensure that the enrichment/extension material is being used by subject teachers

Principal and Senior Managers

- To work with and support the *Able*, Gifted and Talented Coordinator to oversee the process and activity
- To include items concerning provision for Gifted and/or talented pupils on meeting agendas.

Gifted and Talented Co-ordinator

- To prepare, from prior attainment data, a register of the top 5 – 10% of each cohort year
- To gather names of identified pupils from all areas
- To categorise this information in a way agreed with the Senior Management Team and to communicate back to curriculum coordinators and Heads of Departments
- To prepare courses of action for pupils who are identified as gifted in many areas (by agreement with Senior Management Team)
- To agree suitable and relevant training for all staff and Gifted and Talented Coordinator with the Senior Management Team
- To monitor the provision for Gifted and/or talented pupils
- To evaluate the progress made by pupils and provision generally on an annual basis
- To consider the list of identified pupils on an annual basis.

Subject Specific Criteria

More information can be found at www.nc.uk.net/gt

The guidance below has been taken from various sources on how to identify pupils who are Gifted and/or talented.

Appendix 1

Able, Gifted and Talented Pupils in Art and Design are likely to show some or all of the following characteristics:

- think and express themselves in creative, original ways
- have a strong desire to create in a visual form
- push the boundaries of normal processes
- show a passionate interest in the world of art and design
- use materials, tools and techniques skilfully and learn new approaches easily
- initiate ideas and define problems
- critically evaluate visual work and other information
- exploit the characteristics of materials and processes
- understand that ideas and meanings in their own and others' work can be interpreted in different ways

Able, Gifted and Talented Pupils in Design and Technology are likely to show some or all of the following characteristics:

- Show high levels of technological understanding and application
- Show high-quality making and precise practical skills
- Have flashes of inspiration and highly original or innovative ideas
- Show different ways of working or different approaches to issues
- Be sensitive to aesthetic, social and cultural issues when designing and evaluating
- Be capable of rigorous analysis and interpretation of products
- Get frustrated when a teacher demands that they follow a rigid design-and-make process
- Work comfortably in contexts beyond their own experience and empathise with users' and clients' needs and wants
- Reflect on their own thinking and learning and being self-critical in a constructive manner
- Relate novel ideas to familiar ideas and use their knowledge and skill to act on them with 2D and/or 3D modelling

Able, Gifted and Talented Pupils in English are likely to show some or all of the following characteristics:

- Demonstrate close reading skills and attention to detail
- Be more sensitive to the nuances of languages as they attempt to make meaning through their own writing, drawing on the models of texts they have read

- Be more fluent and confident readers, possibly having read a broader range of texts (though not necessarily just fiction texts)
- Give readier, incisive critical responses, displaying more marked pleasure and involvement in language tasks than that of other pupils
- Be able to read with meaning, drawing on inference and deduction – “reading between the lines”
- Be able to articulate their insights by speaking more confidently and precisely about their own writing intentions, or those of other writers they have read
- Be able to approach writing tasks more thoughtfully and make more careful preparation for them, readily considering issues such as the way in which the text type fits the purpose, and making more precise choices of language
- Be able to explain how their written work can be improved
- Be able to make relationships between different sorts of texts already read, and choosing future reading with greater purpose
- Be able to reflect carefully on the sorts of language and linguistic engagement they are encountering, and having some insight into their own abilities
- Be able to research, compare and synthesise information from a range of different sources, including ICT
- Write or talk in imaginative and coherent ways
- Create and sustain accounts and reasoned arguments
- Justify opinions convincingly, and challenging other’ points of views

Able, Gifted and Talented Pupils in Geography are likely to show some or all of the following characteristics:

- understand concepts clearly so that they can apply this understanding to new situations in order to make interpretations, develop hypotheses, reach conclusions and explore solutions [Geographers call this conceptual knowledge]
- communicate effectively using both the written and the spoken word
- reason, argue and think logically, showing an ability to manipulate abstract symbols and recognise patterns and sequences
- enjoy using graphs, charts, maps, diagrams and other visual methods to present information
- be confident and contribute effectively when taking part in less formal teaching situation
- relate well to other people, showing an ability to lead, manage and influence others, appreciating and understanding others’ views, attitudes and feelings
- have more highly developed value system than most pupils of their age
- have a wide-ranging general knowledge about the world
- be able to transfer knowledge from one subject matter to another
- be creative and original in their thinking, frequently going beyond the obvious solution to a problem

Able, Gifted and Talented Pupils in History are likely to show some or all of the following characteristics:

- Perform at levels of literacy that are advanced for their age
- Show particular skill at inference and deduction when reading texts
- Synthesise information to present a cogent summary
- Use subject-specific vocabulary confidently
- Follow and contribute effectively to a line of argument in discussion by making relevant contributions and substantiating points with evidence
- Access complex source materials with growing independence
- Have an extensive general knowledge, including a significant amount of historical knowledge
- Develop with ease a chronological framework within which to place existing and new knowledge
- Demonstrate a strong sense of period as a result of study
- Grasp quickly the role of criteria in formulating and articulating a historical explanation or argument
- Understand and apply historical concepts to their study of history
- Be able to draw generalisations and conclusions from a range of sources and evidence
- Appreciate that answers arrived at depend largely on the questions asked
- Recognise how other disciplines can contribute to the study of history and draw readily on what they learn in other subjects to enhance their historical understanding
- Be able to establish and follow a line of enquiry, identifying and using relevant information
- Be good at reasoning and problem-solving
- Think flexibly, creatively and imaginatively
- Show discrimination when selecting facts and evaluating historical evidence
- Manipulate historical evidence and information well
- Appreciate the nature of historical enquiry
- Question subject matter in a challenging way
- Be intrigued by similarities and differences between different people's experiences, times and places and other features of the of the past
- Thrive on controversy, mystery and problems of evidence
- Show resourcefulness and determination when pursuing a line of enquiry

Able, Gifted and Talented Pupils in ICT are likely to show some or all of the following characteristics:

- show ICT capability above that expected for their age
- learn and applying new ICT techniques quickly
- use initiative to exploit the potential of more advanced feature of ICT tools
- transfer and apply ICT skills and techniques confidently in new contexts
- explore independently beyond the given breadth of an ICT topic

- initiate ideas and solve problems, use ICT effectively and creatively, develop systems that meet personal needs and interest

Able, Gifted and Talented Pupils in Mathematics are likely to show some or all of the following characteristics:

- learn and understand mathematical ideas quickly
- work systematically and accurately
- be more analytical
- think logically and see mathematical relationships
- make connections between the concepts they have learned
- identify patterns easily
- apply their knowledge to new or unfamiliar contexts
- communicate their reasoning and justify their methods
- ask questions that show clear understanding of, and curiosity about, mathematics
- take a creative approach to solving mathematical problems
- sustain their concentration throughout longer tasks and persist in seeking solutions.
- Be more adept at posing their own questions and pursuing lines of enquiry

Able, Gifted and Talented Pupils in Modern Foreign Languages are likely to show some or all of the following characteristics:

- interest in “difference” – openness and empathy to foreign cultures
- good memory
- mastery of first language
- have a strong desire to put language together by themselves
- show creativity and imagination when using language
- have a natural feel and flair for languages
- pick up new languages and structures quickly
- make connections and classify words and structures to help them learn more efficiently
- seek solutions and ask further questions
- have an insight into their own learning style and preference
- show an intense interest in the culture features of the language being studied
- curiosity about how language works
- ability to extrapolate general rules from samples
- use technical language to discuss language
- attention to detail – keen to produce accurate language

Able, Gifted and Talented Pupils in Music are likely to show some or all of the following characteristics:

- be captivated by sound and engage fully with music
- select an instrument with care and then be unwilling to relinquish the instrument

- find it difficult not to respond physically to music
- memorise music quickly without any apparent effort, be able to repeat more complex rhythmical and melodic phrases given by the teacher and repeat melodies
- sing and play music with a natural awareness of the musical phrase – the music makes sense
- demonstrate the ability to communicate through music, for example sing with musical expression and confidence
- show strong preferences, single-mindedness and a sustained inner drive to make music

Able, Gifted and Talented Pupils in Physical Education are likely to show some or all of the following characteristics:

- performing exceptionally well in one sport or to a good standard in many
- good spatial awareness
- good understanding of effort, such as weight and time
- skilful body management
- learning, understanding and adopting technical aspects of a sport very quickly
- making correct decisions in pressure situations and adapting their technique accordingly
- ability to work independently and with initiative

Able, Gifted and Talented Pupils in Religious Education are likely to show some or all of the following characteristics:

- show high levels of insights into, and discernment beyond, the obvious and the ordinary
- make sense of, and drawing meaning from, religious symbols, metaphors, texts and practices
- be sensitive to, or aware of, the numinous or the mystery of life, and have a feeling for how these are explored and expressed
- understand, apply and transfer ideas across topics in RE and into other religious and cultural contexts
- have highly-developed skills of comprehension, analysis and research
- competence to read a source and be able to select all the key points easily
- show quickness of understanding and depth of thought

Able, Gifted and Talented Pupils in Science are likely to show some or all of the following characteristics:

- be imaginative
- read widely, particularly science or science fiction
- have scientific hobbies and/or be members of scientific clubs and societies
- be extremely interested in finding out more about themselves and things around them

- enjoy researching obscure facts and applying scientific theories, ideas and models when explaining a range of phenomena
- be able to sustain their interest and go beyond an obvious answer to underlying mechanisms and greater depth
- be inquisitive about how things works and why tings happen
- ask many questions, suggesting that they are willing to hypothesise and speculate
- use different strategies for finding things out – they may be able to miss out steps when reasoning the answers to problems
- think logically, providing plausible explanations for phenomena
- put forward objective arguments, using combinations of evidence and creative ideas, and question other people’s conclusions
- decide quickly how to investigate fairly and manipulate variables
- consider alternative suggestions and strategies for investigations
- analyse data or observations and spot patterns easily
- strive for maximum accuracy in measurements of all sorts, and take pleasure, for example, from reading gauges as accurately as possible
- make connections quickly between facts and concepts they have learned, using more extensive vocabulary than their peers
- think abstractly at an earlier age than usual and understand models and use modelling to explain ideas and observations
- understand the concepts of reliability and validity when drawing conclusions from evidence
- be easily bored by over-repetition of basic ideas
- enjoy challenges and problem-solving, while often being self-critical
- enjoy talking to the teacher about new information or ideas
- show intense interest in one particular area of science
- good use of specific subject words and vocabulary
- process complex information and data quickly