



WOOTTON PARK

'Ipsam quod faciendum est diutius'

Title	Gifted and Talented Policy
Year	2018/2019
Author	Joel Cooper
Governor Link	Andre Gonzalez de Savage
Date approved by Full Governing Body	January 2018
Review Date	September 2019

Rationale

At Wootton Park School provision for Gifted and Talented learners will be as inclusive as possible and seek to provide for the needs of this group of learners (both identified and those as yet unidentified) through appropriate differentiation, and extension opportunities developed and delivered through the curriculum. It will be the responsibility of each curriculum area (Secondary phase) and class teachers (Primary Phase) to provide appropriate challenge for high-attaining learners within that area.

It is important to recognise that all learners, not just those identified as Gifted and Talented, will benefit from good practice in teaching and learning, from effective differentiation, assessment for learning and appropriate study support.

Definition of Gifted and Talented

There are two possible lists a learner could be added to:

1. **Gifted** learners are those who have the ability to excel across a range of academic subjects, with abilities developed to a level significantly ahead of their year group.
2. **Talented in Subject** are learners who have shown a high level of potential in an individual curriculum area, for example: mathematics, physical education etc. It is possible for a learner on the talented in subject list to also appear on the whole school Gifted list through the identification process outlined below.

Identification of Gifted and Talented Learners

In order to identify Gifted learners at Wootton Park School, a minimum of three sources from the following is used:

- KS1/KS2 SAT scores
- BASE/MidYis
- PIRA/PUMA (Primary Phase)
- Lucid Reading Comprehension
- Fischer Family Trust data
- Assessment Point data

This is used to compile a list of approximately 5% of the most able learners across each year group. This list is shared with all staff and entered onto Arbor, and will be used to monitor and track progress of these learners across all subjects after each Assessment Point cycle at whole school level. Learners from the primary phase will only be identified as gifted once they have completed their KS1 tests. Prior to this, higher ability learners, within each subject, will be catered for through first quality teaching. This will be monitored through quality assurance data.

When using Assessment Point data, to be considered 'Gifted', learners must consistently be working within the top 5% of achievement across English, Mathematics, for the secondary phase this will also include the EBacc qualifications.

In order to identify the most 'Talented in Subject' list, approximately 5% of learners judged to have demonstrated high level of potential in their subject area based on departmental criteria available to them, will be kept by the department. The selection process and learners on this list will be reviewed at the beginning of each year where learners can be added to or removed from the list with full justification. Curriculum leaders will take a lead role in the identification of this cohort through use of subject specific criteria. Communication of learners on this list should stress the potential for excellence and therefore encourage continued focus and effort to achieve potential.

For additional support in identifying talented learners within subject, the National Archive has produced some useful skills based criteria:

Classroom Approaches

Lesson planning at Wootton Park School should differentiate effectively for all learners including the most able through:

- **Assessment for learning** processes to allow learners and staff to assess the progress of all learners and support the most able
- **Grouping** learners according to ability where appropriate, to allow learners to work together, mixing groups to allow able learners to support others
- **Using support staff and services** such as the library to challenge learners in lessons and in small groups
- **Using high order questioning** both verbally and visually to challenge learners
- **Creating challenge areas** in classrooms where learners have access to a range of materials and resources to support their progress
- **Enriching subject curriculums** with a good range of activities involving research/study skills, problem solving, decision making, analysis, creative thinking, speculation and evaluation.

Out of Class Approaches

Gifted and Talented learners should be identified discreetly and offered access to extra-curricular opportunities to challenge and support their needs. Out of class learners are offered:

- Enrichment opportunities within school, locally, regionally and nationally
- Opportunities and encouragement to become involved in whole school activities
- Access to a range of resources to support their areas of interest/expertise
- Opportunities to meet with other able learners across other schools
- Opportunities to become involved with governors, outside organisations and the community.

Personal, Social & Emotional Needs

Gifted and Talented learners are offered the opportunity to work with learner and staff mentors to support their progress.

Responsibilities of curriculum leaders:

- Updating and keeping a central record of all Gifted and Talented in Subject learners and sharing this information with SLT
- Providing CPD opportunities to ensure challenge is built into all lessons
- Co-ordinating and providing enrichment activities for Gifted and Talented in Subject learners and sharing these opportunities with parents
- Tracking the progress of the most able learners through monitoring progress, lesson observations and self-evaluation
- Working with SLT to ensure all learners are making the required progress through a range of strategies and intervention.
- Evaluating the whole school provision for the most able learners

Responsibilities of all teaching staff

- To have an awareness of the G&T learners they teach
- To ensure their lessons are challenging for all
- To be aware of the progress being made by all of their learners including G&T learners

- To support those learners who are not making the required progress including their most able and talented in subject students