## LOGOBSports Colleges - Colour2

**Paignton Community & Sports Academy**

### **CURRICULUM POLICIES**

**GIFTED AND TALENTED PUPILS**

Reviewed and updated by the Governors’ Curriculum, Policy and Strategy Committee: July 14

Next Review due: July 2015

1. **How do we define the Gifted and Talented Pupils at Paignton Community and Sports Academy?**

It is quite clear that there are a significant number of pupils who fall into this category in spite of the fact that a significant proportion of Gifted and Talented Pupils attend the local Grammar Schools in Torbay, attending Paignton Community and Sports Academy.

Defining exactly what is meant by the term ‘’Gifted and Talented’ is not easy, because although we are concerned with high intellectual ability (i.e. those pupils who might be termed intelligent, or clever or bright), we are also concerned with other outstanding characteristics:

* Intellectual (aspects of English, Mathematics, Science)
* Artistic and Creative (Art and Design, Music, Drama)
* Practical (Design and Technology, Mechanical Ingenuity)
* Physical (PE, Sports, Dance)
* Social (Personal and Interpersonal, Leadership Qualities)
* A pupil who could be recognised as gifted or talented but who is presently not reaching his or her full potential.

The Academy recognises in line with the DfE guidelines that **‘gifted and talented pupils are those pupils who achieve, or have the ability to achieve, at a level significantly in advance of the average for their year group’.** Raiseonline identifies between 15-18 percent of pupils in relation to their peer group as gifted or talented, this will vary from year to year.

In addition to the individual subject identification we will also be focusing upon pupils who show ability across the curriculum, the ‘all rounders’.

1. **Identification**

The key to identification, in terms of those pupils who are academically more able, is the consideration of assessment data and individual teacher recommendations. Analysis of both will enable a pupil to be categorised as ‘more able’ and placed on the Gifted and Talented Pupils’ Register.

Early identification of Gifted and Talented Pupils is crucial, so that appropriate differentiated provision may be made available within the classroom context. A range of identification strategies can be used, particularly as pupils’ gifts and talents develop at different rates. A combination of quantitative and qualitative approaches should be adopted:

* SATs Levels at KS2
* Teacher referral/identification:
* Based on formative assessments at beginning of Year 7
* Classroom observation
* Examination of pupil’s work
* Referral from Primary School / external agency or organisation
* Pupil self-assessment/nomination
* High band students from raiseonline

1. **The Academy Register**

Pupils who have been identified as gifted and talented are entered onto the Academy Register. A copy of the register is available to all staff in electronic and paper form. The electronic form is available via SIMS (School Information System). This will enable all staff to access the information to find out such things as:

* Curriculum areas in which an individual pupil is identified as gifted and talented.
* Subject specific information i.e. lists of pupils in each subject in each year group.
* Lists of pupils who are able in multiple subjects.
* Pupils with leadership qualities.

The register is reviewed three times a year and the progress of each pupil towards their individual targets evaluated. If a pupil is not reaching his or her full potential, or has achieved above the set targets, new arrangements and, where necessary, new targets will be set.

1. **Teaching and Learning**

A vast amount of data is available to support teachers’ judgements in identifying Gifted and Talented Pupils. The data, however, should not be used for identification purposes alone.

Subject staff should add the information to their mark books, highlighting those pupils who are gifted and talented and use this information when preparing explicit differentiated activities, considering extension materials, grouping pupils for activities and setting targets.

Form Tutors will find the information useful when discussing academic tutoring targets with members of their Form and when checking homework planners/diaries to ensure that they are being sufficiently challenged.

As appropriate, the teachers are expected to meet the needs of gifted and talented pupils by providing differentiated activities and a range of support and resources for them. This may include extension activities that are more demanding of their abilities or enrichment activities that provide new and different ways of working. The quality of work undertaken by the gifted and talented pupils must be challenging and the levels of expectation, of both staff and pupils, should be high. This is considered to be one of the Academy’s prime objectives in its pursuit of raising levels of achievement.

**Methods of Differentiation**

* By outcome
* By resource
* By support
* By task
* By questioning
* By pace

Throughout Key Stage 3 there are between one and two accelerated forms per year group. These groups incorporate pupils who are working at a level above the expected average for their year group. These pupils are identified by primary schools during the primary liaison process and the Academy re-evaluates placement in the group throughout Key Stage 3.

1. **Inclusion**

Classroom support is provided to ensure that all pupils have appropriate opportunities to develop their own ideas and work, whatever their ability, beliefs or background. Gifted and Talented pupils have equal access to all aspects of the curriculum, and they will be encouraged to take part in all aspects of Academy life. Pupils will be encouraged to fulfil their potential in those subjects in which they are gifted or talented without reducing the breadth of their curriculum and personal experience.

1. **Monitoring**

The work of Gifted and Talented Pupils will be the subject of both formal and informal observation processes.

* 1. **Faculty self-evaluation**

The Head of Faculty, together with the named teacher for gifted and talented within that Faculty, will be systematically reviewing the teaching and learning of Gifted and Talented Pupils within their subject(s) areas. The quality of work produced by the Gifted and Talented Pupils will be one of the prime target areas during the programme of classroom observations. If the Head of Faculty/named teacher consider there is evidence of under-achievement among these pupils, targets will be set to ensure that they become the source of more specific attention.

1. **Leadership Team Evaluation Programme**

The crucial whole Academy objective of “Raising Achievement” is the prime concern during lesson observations. The performance of all pupils will of course be under scrutiny, but in particular, it is the work of the Gifted and Talented Pupils which will be closely evaluated. As with the on-going cycle of Faculty self-evaluation, if these pupils are not fulfilling their potential, appropriate targets will be set for pupils to focus on.

1. **Intermittent Visits**

From time to time the Gifted and Talented Pupils site co-ordinators will pay visits to classrooms. Certain pupils will be targeted and subject teachers will be asked if they are happy with their progress.

On occasions, a small group of pupils may be tracked throughout the week.

1. **Meetings with Pupils**

Mentors meet with Target Gifted and Talented pupils to review progress.

Any pupils who feel they are not being sufficiently challenged in certain subjects will be invited to meet with the site co-ordinator on a one-to-one basis, where strategies will be put in place and these issues addressed.

Access to the Gifted and Talented pupil base at Borough Road (room BT19) will include personalised mentoring/coaching and a homework club.

1. **Leadership and Management Roles**

The Leading Teacher and Gifted and Talented Co-ordinators are responsible for monitoring the Academy’s provision for pupils. The Principal is responsible overall for the implementation of the Gifted and Talented Pupils Policy.

1. **GCSE (or Equivalent) Exam Revision and Technique Guidance**

All pupils are offered support and guidance in their preparation for external examinations. Revision booklets/materials, and one-to-one counselling are all available through the site co-ordinator. Gifted and Talented Pupils group meetings are also held, in an attempt to support these pupils during their lead-up to exams.

1. **Enrichment Activities**

The aim is to create a culture in which all pupils are encouraged to reach high standards and where it is acceptable to work hard and be successful. To support this, the school organises extension classes after school and regularly invites pupils to attend local gifted and talented enrichment courses run by the LA and South West Excellence Hub. Help to finance such activities can be arranged (although it may not always be possible to meet the full cost of some of the more expensive activities). All pupils, including the gifted and talented, are encouraged to use local centres of interest such as museums, galleries, workshops, clubs and sports groups.

Examples of some of the particularly successful enrichment activities to date are:

* LA Enrichment workshops
* South West Excellence Hub workshops
* The Paignton Community and Sports Academy Sports’ Programme
* University Visits

1. **Parents**

An annual launch to a target group of Gifted and Talented Pupils takes place in the Academy in September for Year 7 with the emphasis on boosting achievement and aspirations of Year 7, 8 & 9 Gifted and Talented Pupils.

An annual information evening is also held in the Academy in September for Year 10 Gifted and Talented Pupils with the emphasis on maintaining achievement and aspirations of Year 10 and 11 Gifted and Talented Pupils.

A Parents’ Evening is held in February on the topic of Examination Revision and Technique. Guidance is given to both pupils and parents on how to prepare for GCSE exams. A counselling/guidance service is set up as a consequence of this evening, to provide one-to-one support.