



# Gifted and talented policy

Whole school

## Aims

*While it is recognised that personalised provision should be available for high ability students, it is the aim of Kent College that systems put into effect to support these students, promote school-wide personalised provision. The philosophy outlined here reflects a growth mind-set rather than a fixed mind-set, and as such, encourages all learners to want to improve rather than being confined to a fixed category and provision. Specific aims are based on the 2012-13 Teacher Standards and the underlying ethos of the school to offer a bespoke education for students.*

- To promote goal-setting that stretches and challenge pupils of all backgrounds, abilities and dispositions.
- To be accountable for pupils' attainment, progress and outcomes.
- To promote the value of scholarship, intellectual curiosity and learning for its own sake.
- To contribute to the design and provision of an engaging curriculum throughout the school.
- To encourage appropriate differentiation, using approaches that enable pupils to be taught effectively.
- To assist staff in developing a clear understanding of the needs of all pupils, including those of high ability.
- All learners to have the opportunity to be challenged and stimulated through their "thinking" and "doing".
- To make use of formative and summative assessment to secure pupils' progress across departments/ areas of the school.
- To promote appropriate professional development, that supports differentiated provision.
- To increase the number of pupils who achieve A & A\* at GCSE and A' Level.
- To help to stimulate and motivate all G & T students, including those that are underachieving.

## Definitions

*Traditionally, the term “gifted” is used to refer to “thinking” subjects, while “talented” is a term reserved for “doing” subjects. The term ‘gifted and talented’ generally is used to refer to those students who are known to be in the top 5 to 10 per cent of the ability range in a given ability or skill.*

*The gifted student is enthused and engaged by a task and is interested in expanding their knowledge rather than focusing on completing a task. The talented student is the student that despite setting a record in the 400 metres, wants to analyse their performance and identify how to improve it. With this philosophy in mind, the school recognises G & T transactions, as well as individuals.*

## Identification

### Prep

- Gifted students are identified through consulting tracking data, generated in the Prep School (INCAS). This alongside staff nominations is used to generate a “hard list” of students.
- Staff nominations identifying specific skills and parent nominations are used to generate a “soft list” so that relevant students can be invited to attend extension groups.
- Teachers are invited to nominate students displaying G & T characteristics irrespective of whether their data falls in the top 10%.

### Senior

- Gifted students are identified through consulting tracking data, generated in the the Senior School for Years 7 (MidYis), Year 10 (Yellis) and the LVI (Alis).
- Students who have received scholarships on the basis on entrance tests are also a recognised group who are identified and monitored.
- Teachers are invited to nominate students displaying G & T characteristics irrespective of whether their data falls in the top 10%.
- Departments will produce and consult subject-specific criteria to identify characteristics of G & T students.
- G & T transactions are noted during lessons and feedback though departmental minutes.
- Students displaying talents in Performance and Creative Arts are identified by departments from this Subject Area.

## Planning

*Day to day and long-term planning should accommodate opportunities for G & T students to be challenged and stimulated.*

- Staff will consider the needs of G & T when preparing schemes of work (and accompanying lesson plans) and annual departmental plans. Departments and subject staff offer enrichment programmes to operate in parallel to and complement schemes of work.
- Scholars and nominated students are invited to attend Margaret James Society lectures aimed at prep and senior school students.
- Subject staff are encouraged to plan trips and or make links with external agencies which offer opportunities for enrichment, beyond that presented as part of course requirements.

## Provision

*On a day-to-day basis, all students should be offered the opportunity to be challenged in class through differentiated activities and homework.*

### Prep School

- Subject staff differentiate provision so that lessons reflect personalised learning opportunities.
- Margaret James Juniors are invited to STEM or Arts sessions once a week after school to work on extended projects.
- Each year group has a “challenge box” in their classroom which students can access to seek out linked extension work. In addition, each classroom contains a “questions wall” in which inspiring student questions can be displayed.
- The school promotes a culture of learning through the introduction of themed days which are targeted at fostering learning and encouraging students to pursue challenges, such as subject-specific themed weeks, Open-ended Questions Days, Extension Days etc.

### Senior School

- Subject staff differentiate provision so that lessons reflect personalised learning opportunities. In addition, staff make regular links between syllabus material and available enrichment programmes/ exercises.
- The school promotes a culture of learning through the introduction of themed days which are targeted at fostering learning and encouraging students to pursue challenges, such as Questions Day. Themed “learning days” are supported on a school-wide basis offering cross-curriculum stimulation.
- Scholars and G & T students are invited to a programme of lectures offered through the Margaret James Society.
- A\* themed lessons are delivered (as applicable) at least on a termly basis.
- In the Upper School, prefects are invited to demonstrate their independence and creativity through their contribution to wider school events, such as planning and leading academic or performance events.
- The Extended Project Qualification is available to those students in the Upper School that express a particular interest in conducting in-depth independent research.

### **Marking**

*Marking should offer scope for students to pursue their intellectual curiosity, through comments which direct students to available extension work or wider reading. Questions should be used (where applicable) as a method to promote intellectual curiosity, alongside exploratory discussion between pupils and staff.*

### Prep

- Qualitative and criterion-based feedback should be offered which promotes students working towards their full potential

### Senior

- Qualitative and criterion-based feedback should be offered which promotes aspirations towards the student achieving A\* standards (where relevant).

## Recording/ Celebrating

*G & T progress should be reviewed to ensure that relevant students are working towards and achieving their potential. Staff internally review tracking data (INCAS, MidYis, Yellis, Alis) to ensure that performance of G & T students is in-line with expected progress. A traffic light system is used by staff on the CRL to monitor, record and highlight whether students are working towards their expected level.*

*Able & gifted students' achievements are celebrated as well as their talented peers' performances, as an acknowledgement of the importance of scholastic achievements.*

### Prep

- Termly celebration assemblies take place in which student performance and academic achievements are recognised by the whole school.
- Staff review INCAS, Big Writes, maths and science end of unit assessments, CATS, Year 4 English and maths test results and Lucid (literacy) data.
- Annual Speech Days which celebrate formal qualifications and progress.

### Senior

- Staff record transactions in which students have displayed characteristics of gifts or talents in departmental minutes, so that on-going performance can be monitored over the course of the year.
- HoDs are invited to review relevant student performance in internal and external examinations. In the event that a student is not working at an expected level according to observations or data, SLT are informed and a plan drawn up to support the student, including assigning a mentor where necessary.
- Termly celebration assemblies take place in which student performance and academic achievements are recognised by the whole school.
- Annual Speech Days which celebrate formal qualifications and progress.

## Continual Professional Development (CPD)

*Opportunities should be offered for staff to develop their own professional expertise, as part of a wider culture of learning. This should allow staff to develop innovative ways of stimulating students.*

- CPD should be offered to staff to inspire and support them so that they are able to meet the needs of all students, including those identified as G & T. This can be achieved through sharing good practise internally and attending external inset.
- Liaising with related agencies and institutions are used, as necessary, to offer a source of input, including massive online courses and distance learning (where applicable).

### Review and Reflection

*Kent College recognises the need to review the systems in place to support G & T students, so that a culture of learning is promoted across both schools. The NACE framework is consulted annually to audit provision and set targets as necessary.*

#### Prep

- Regular meetings between SENCO and SLT offer the opportunity to review relevant planning, provision and student progress.
- Deputy Head (Teaching & Learning) attends Kent Area G & T Cluster meetings

#### Senior

- During annual departmental plans being reviewed G & T planning and provision is considered and appropriate goals set to promote effective development.
- Following internal assessments and the publication of external examination results, HoDs and or SLT review tracking data and examination results.

Agreed by SLT: April 2009

Approved by Education Committee: June 2009

Revised AENCO: March 2011

Revised: Gifted & Talented Co-Ordinator June 2014

Agreed by SSLT; December 2014

Approved by Education Committee, March 2015