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# Charters School

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Gifted and Talented  
policy

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Updated March 2009

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# Gifted and Talented Policy

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Statutory or recommended? Recommended

Clerk to Governors to indicate where information is to be displayed

Website First Class ✓ Folder ✓

Approved by Curriculum committee

## **POLICY FOR PROVISION FOR GIFTED AND TALENTED PUPILS**

Charters School is committed to provide the opportunity for every pupil to achieve their potential both academically and in their social development (set out in Home-School Contract).

The school recognises that Gifted and Talented pupils have educational needs which require that their abilities, (whether in one, several, or all areas of the curriculum) must be properly addressed and for which provision must be made.

Charters School aims to create educational experiences that will challenge its pupils and ensure that able and talented children will find them intellectually and physically stimulating as well as enjoyable. Gifted and Talented pupils are defined as the pupils in the top 10% of their year group using the range of academic information set out below:

- Information and recommendations provided by feeder primary schools as a result of transition meetings
- CAT results
- Key Stage 2 results
- Key Stage 3 results

The cognitive tests (CAT) are National benchmarks and are known to be reliable indicators of overall academic potential. Each subject area also identifies the Gifted and Talented pupils in their particular specialism using subject specific criteria agreed with the Gifted and Talented Co-ordinator, and these criteria are set out in Subject Area Handbooks.

The Gifted and Talented Co-ordinator is responsible for maintaining and reviewing the whole school register on a yearly basis and keeping staff up to date of any changes made.

- He/she should also attend all Academic Review meetings to monitor the academic progress of the Gifted and Talented pupils in each year group and to identify and implement appropriate strategies to support under-achieving Gifted and Talented pupils.
- The Gifted and Talented Co-ordinator also has a particular responsibility to liaise with the member of the Physical Education Faculty responsible for pupils who are Gifted and Talented in sport in order to ensure that an appropriate programme of monitoring, mentoring and enrichment activities is in place.
- It is also expected that, as the school's relationship with its Trust partners develops, the Gifted and Talented Co-ordinator will implement a programme of mentoring provided by some or all of the organisations in the Trust.

Provision for more able pupils also includes a mixture of enrichment and extension.

- Enrichment opportunities are designed to broaden knowledge or skills. They are provided by activities each term. These are organised by different departments or by a cross-curricular group. The pupils who take part in these activities are usually drawn from the subject specific list of Gifted and Talented pupils.
- Extension is the pursuit of greater depth. This occurs through the teaching of each subject and the provision of differentiated classroom activities (see Subject Area Handbooks).

Extension tasks encourage some of the following:

- Reflection
- Recognition of a range of possibilities or answers
- Formulation of individual opinions
- Consideration of difficult and problematic questions
- Recognition of connections between past and present learning

Curriculum provision for more able pupils includes:

- Year 7 Latin for English top set students, 1 hour per fortnight. These lessons are then continued within the Year 8 curriculum for those students wishing to further their knowledge. **In Years 9-11 an extra curricular Latin course is delivered by St Mary's Head of Classics to those pupils who wish to study the subject to GCSE.**
- Starting in the Spring term 2009, Year 8 pupils will take part in a pilot taster course in Mandarin at St Mary's School. Interested students will then be offered the opportunity to study Mandarin further at St Mary's as an extra-curricular club.

## Groupings

Differing departments have their own methods of grouping pupils but setting throughout year groups, setting in half year groups, grouping according to ability within a mixed ability class, as well as mixed ability grouping with differentiated tasks may be decided upon at Subject Area level (see Subject Area Handbooks). However, it is the Gifted and Talented Co-ordinator's responsibility to challenge and review the impact of grouping arrangements for Gifted and Talented pupils in each subject area.

## Extra Curricular Activities

Regular extra-curricular activities are also opportunities to develop significant skills. **Examples of these are set out below:**

- In previous years the School has encouraged suitable students to apply to the National Academy for Gifted and Talented Youth (NAGTY). This provides access to a host of additional extra curricular activities such as subject specific Summer schools. However, the Academy has been re-structured and at the time of writing it is unclear what provision is going to be made.
- School sports teams and involvement in area activities provide the opportunities for Gifted and Talented pupils in sports to play for County groups etc.
- Chess club provides similar opportunities for involvement with talented pupils throughout the school as well as from other schools in the area and nationally.
- Science Club provides enrichment opportunities and also involves pupils in nationally organised activities and competitions eg: British Association of Young Scientists, University of London Royal Holloway Science Club, Science/Engineering/Tech etc.
- Able musicians are encouraged to apply for bursaries from the county music service. Many students are members of district and county music groups and choirs.
- Annually the school provides a course in Tirabad geared to enrichment activities for the more able pupils in Year 9. This is a combined course with two other schools, which provides the opportunity for the pupils to develop team-building and social skills.
- Year 11 act as mentors to Year 7, supporting them with reading, maths, organisational skills, ICT skills and expressive arts skills.

Independent thinking is actively encouraged and opportunities to be involved in decision-making are available through the Year Committees and Key Stage School Councils.

It is recognised that for all pupils (including Gifted and Talented pupils) to succeed there must be a positive atmosphere and attitude to achievement in which pupils can feel comfortable when achieving. This is addressed in the school's reward system where all areas of endeavour are recognised and valued.

## Monitoring

Records are kept of all pupils who participate in any enrichment activity.

Monitoring of progress is also carried out by the school system of Academic Monitoring, when the HOY compares CAT scores with attainment grades. Issues of under-achievement will be addressed through

both the pastoral system and the Subject Areas concerned. Parental involvement will be necessary. Where necessary the school Gifted and Talented Co-ordinator will mentor under achieving pupils.

## **Evaluation**

Pupils evaluate each extra curricular activity as well as the effectiveness of curriculum changes. The same method of evaluation is chosen (as far as possible) so other results can be presented in the same way each time. Results are then analysed to decide whether or not the activity was successful, as well as whether any modification is needed.

The Gifted and Talented Co-ordinator is responsible for providing a report that analyses the examination performance of Gifted and Talented pupils in Year 9, Year 11, Year 12 and Year 13. This report is produced in Term 1 and presented to the SLT and Curriculum Committee.

Updated MP – November 2008