

Gifted Talent and Interested Policy

Senior School

Regulation ISSR: Part 1, 1; Part 1;3
Reviewed and updated by: S Pinder
Approval: Full Governor Board
Last Review: Autumn 2024
Next Review: Autumn 2025



This policy will be amended before the review date if necessary.

Introduction

The provision for gifted and talented students reflects the general philosophy of Alderley Edge School for Girls in which we aim to provide a challenging and stimulating learning environment in which all girls fulfil their academic potential and develop their interests and talents through a rich stimulating experience in and outside the classroom.

School Responsibilities and Aims

- To ensure that staff receive training of how to meet the needs of gifted and talented
- To encourage staff to acquire expertise in gifted and talented pedagogy to apply to all their teaching
- To encourage classroom activities which develop the knowledge, skills, understanding and talents of gifted and talented pupils
- To develop an ethos that encourages and celebrates success and supports high expectations for all pupils, including the gifted and talented
- To provide enrichment opportunities outside of the classroom
- To work with parents, when necessary, to support the emotional and learning needs of gifted and talented pupils
- To encourage girls who are interested, irrespective of ability, to participate in the programme by having an open to all philosophy.

Definitions

Gifted	describes students of high cognitive ability who have the potential to excel academically across a range of subjects. Students who score 126+ in CEM are considered nationally as gifted.
Talented	describes students who have the ability to excel in one or more area of practical expertise such as music, art, performing arts or sport. describes students that consistently demonstrate high levels of enthusiasm and commitment to a subject but have not yet been identified as having the ability to excel.
Interested	

Characteristics of gifted and talented students

In comparison with their peers, when engaged in their area of expertise, gifted and talented young people will tend to:

- show a passion for particular subjects/areas of interest and seek to pursue them
- master the rules of a domain easily and transfer their insights to new problems
- analyse their own behaviour and hence use a greater range of learning strategies than others (self-regulations)
- make connections between past and present learning
- demonstrate intellectual curiosity
- show intellectual maturity and enjoy engaging in depth with subject material
- actively and enthusiastically engage in debate and discussion on a particular subject
- produce original and creative responses to common problems

In addition, gifted and talented students may develop particular characteristics as they progress through the secondary/tertiary phase, such as:

- a tendency to question rules and authority
- a well-developed sense of humour
- growing self-determination, stamina, and powers of concentration

Identifying Gifted and Talented

Gifted and talented students are identified in a number of ways using a combination of quantitative and qualitative data such as CEM, tracking data, entrance exam data. The information is collated and considered by the Gifted and Talented Coordinator during the annual update meeting in the Autumn Term (Spring for Y7) and the top 10% (on average) from each cohort is identified for inclusion on the register. This is then shared with the Deputy Head Academic and HoDs for approval.

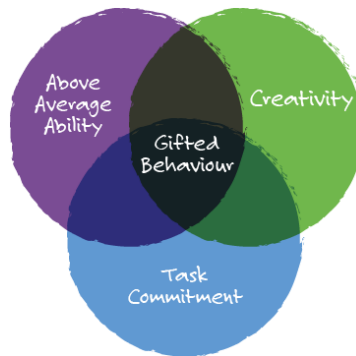
Class teachers, as subject specialists, play a role in identifying pupils Gifted ,Talented and interested in their subject area. This process is outlined below.

NB. Academic and subject scholars are not automatically identified, they will be considered alongside their year group cohort for inclusion on the Gifted and Talented register.

Teacher Observation

Teachers need to act as ‘talent spotters,’ recognising indicators of outstanding ability as and when they begin to emerge. The precociously gifted and talented ‘star performers’ usually identify themselves, but there are other, less obvious, indicators of giftedness such as intense interest in a particular subject and an ‘intellectual playfulness’ that hints at a student who may excel in years to come. Teachers should identify students considering Renzullis three factors that are important to the development of gifted

behaviour along with their departments established identification criteria. Quality First Teaching should be used to challenge these students. They should be identified in department tracking.



Dual Or Multiple Exceptionality

The term dual or multiple exceptionalities is used to cover high learning potential alongside other factors such as: EAL, neurodiversity and or learning differences such as dyslexia. The SENDCo will help to support any students that have dual or multiple exceptionalities. Data will be used to identify these students by the Data Manage and G&T Co-ordinator.

Keeping a record of those students identified

The school has an up-to-date register of pupils identified as gifted and talented. A copy of the register is available to all staff on iSams. Students are flagged by

- Blue Arrow: Gifted and Talented
- Orange Arrow: Gifted
- Pink Arrow: Talented

Academic and subject scholars will flagged additionally by icon

- Academic: book
- Drama: Theatre masks
- Sport: Football
- Art: paintbrush
- Music: musical notes
- Multiple Scholar: A colour wheel

but may of course also feature on the Gifted & Talented register.

Provision for Scholars will be made in the first instance in their scholarship area.

Meeting the needs of Gifted and Talented Students

Effective teaching and learning for the gifted and talented students is rooted in an Excellence for All approach as part of Quality First Teaching.

Joseph Renzulli, in his statement, ‘A rising tide lifts all ships’, eloquently expresses the principle underpinning Excellence for All. It describes two separate aspects – strategies for improvement for G&T learners (a rising tide), which also have wider impact in enabling all pupils to gain maximum benefit (lifts all ships). Firstly, there is expertise associated with the pedagogy of challenge, independence and creative, higher order and critical thinking skills that, when applied to all teaching and learning, will significantly improve pupil outcomes. Secondly, there are the rich experiences and subsequent opportunities, resources and encouragement associated with G&T provision that, if widely accessible, will enable all pupils to develop potential gifts and talents.

Teaching and Learning Strategies:

- **Faster Pace** - gifted and talented students can often cope with a quicker pace. It is important to get the balance right between a purposeful, engaging pace whilst also allowing thinking time.
- **Greater Breadth** - gifted and talented students may be introduced to additional material beyond the core curriculum, enabling them to examine a more diverse range of topics.
- **Greater Depth** - gifted and talented students could be encouraged to complete extended projects and more in-depth studies into a topic by completing a MOOC for example.
- **Complex Stimulus Material** - gifted and talented students may be provided with adaptive resources this could include more advanced textbooks or less structured worksheets.
- **Independent Learning** - gifted and talented students should be encouraged to take ownership of their own learning.
- **Creativity** - gifted and talented students should be encouraged to take risks, be flexible and open to new ideas and experience.
- **High Task Challenge** - gifted and talented students are likely to respond well to higher order thinking/questioning or by being given the opportunity to complete a more demanding outcome. Blooms Taxonomy can be used when setting learning objectives or framing questions.

Self-esteem and Motivation

“Genius is one percent inspiration, ninety-nine percent perspiration”. Thomas Edison’s quote reminds us of the importance of personal drive in achieving success, and learners who believe in themselves and can persevere, are those most likely to excel within their chosen field.

Motivation, high aspirations and good self-esteem are key to fulfilling potential, and whole school approaches should implicitly promote the social and emotional skills that

underpin effective learning, positive behaviour and the emotional health and well-being of more able gifted and talented learners.

Extra-curricular and Enrichment Opportunities

Students should be provided with a range of opportunities that offer breadth and depth and support their talents. This could include additional qualifications, trips, competitions, subject societies, workshops, work experience, talks, information on careers, advice on reading lists and MOOCs.

Role of the Deputy Head Academic

The Deputy Head Academic has a critical role in:

- supporting and advising the Gifted and Talented Coordinator on whole school initiatives
- working with the Gifted and Talented Coordinator to identify students for the register
- being the link between the Gifted and Talented Coordinator, SLT and governors
- being the link between G&TI provision and Scholarship provision.

Role of the Gifted and Talented Co-ordinator

The Coordinator has a critical role in:

- implementing policy
- act as a champion for gifted and talented students
- auditing the provision within the school and develop strategies for improvement in consultation with the Headteacher and Deputy Head Academic
- communicating and consulting with parents, pupils, and colleagues
- maintaining the gifted and talented pupil register and the scholarship register with the support of the data manager, admissions and finance departments.
- to work with heads of department to ensure there is a wealth of enrichment opportunities
- collaborating with colleagues to develop a successful Oxbridge programme
- to work with marketing to celebrate student successes
- keeping up to date with developments in supporting gifted and talented pupils through e.g. attending courses, reading journals

Role of the Head of Department

- to monitor progress and provide intervention for gifted and talented underachievers
- to ensure schemes of work provide for gifted and talented
- to provide enrichment opportunities that provide breadth and depth to the curriculum and inspire and motivate students

Role of the Teacher

- to provide for the gifted and talented students in the classroom, setting high expectations, providing activities that allow for stretch and challenge, higher order thinking, questioning, independent enquiry and encourage creativity.

Monitoring Progress

This will be done through a range of means, which will include some of the following:

- student tracking
- work scrutiny
- pupil voice

Communication and Liaison

Information will be communicated to and among all relevant staff including:

- AESG Prep to AESG Senior
- G&T Co-ordinator to Senior school subject staff, and form tutors

This information will identify abilities and strategies that have been employed and help to support our gifted and talented cohort.