

# **BEBINGTON HIGH SPORTS COLLEGE**



## **GIFTED AND TALENTED PUPILS** **POLICY**

Agreed/Reviewed by Governors – see reverse

## **POLICY FOR GIFTED & TALENTED PUPILS**

**Our purpose is to ensure that all students develop the knowledge, skills and confidence to achieve their individual potential and contribute to society. The actions of staff are guided by our values of learning, excellence, equity and care.**

Gifted and Talented students come from all socio-economic and cultural groups. A student's giftedness is not always apparent in regular curriculum areas and not always demonstrated in appropriate ways. While gifted students exhibit some common traits, no two gifted students possess identical characteristics. Giftedness can be viewed in multiple ways and children may be gifted in one or several ability domains.

The School adopted the Wirral Education Authority Policy and Guidance Document *'Meeting the Needs of Gifted and Talented Pupils in Wirral Schools'* (August 2000) as a base from which to develop its own policy in the light of experience. Principles and procedures as outlined in the WEA policy remain fundamental reference points. This WEA document and the School's annual Action & Delivery Plan will provide more specific detail as required.

This summary policy document is intended to reflect more distinctly the nature of provision within Bebington High Sports College after evaluating the impact of EiC funding and support provided for the Gifted and Talented strand since September 2000. The School works closely with the Wirral Partnership, with other Cluster schools and outside agencies (including industry and HE institutions), and with its own staff, students and their parents.

### **AIMS**

1. To promote the fact that gifted and talented children have particular educational needs that must be met to realise their full potential.
2. To be proactive within the School community in promoting discussion and debate and raising awareness of relevant issues.
3. To encourage commitment to the personal, social and intellectual development of the whole child.
4. To ensure a broad, balanced and appropriate curriculum for gifted and talented children.
5. To facilitate the use of differentiated educational provision in the classroom through curriculum enrichment and extension.
6. To make education an enjoyable, exciting and worthwhile experience for the gifted and talented child.

## **OBJECTIVES**

1. To promote the Development, implementation and evaluation of policy principles and practice.
2. To provide appropriate support, resources and materials for the education of gifted and talented children.
3. To provide methods of identification and support.
4. To provide and facilitate appropriate staff training.
5. To ensure the use of monitoring and evaluation procedures.

## **DEFINITION**

### **".... four main definitions of gifted and talented children" (WEA Policy)**

1. The exceptionally intellectually gifted, who appear to be a 'quantum leap' beyond their peers, at least in certain capacities. Such individuals comprise a very small proportion of the population and may only figure rarely in the experience of an individual teacher.
2. The markedly above average, who may be considered to represent some 10% to 20% of the population. This category clearly includes a large number of individuals but may make up only a small part of a particular mixed class.
3. Those with outstanding ability or talent in a specific field- This may include a particular intellectual area (e.g. mathematics), artistic and creative ability (e.g. in art or music), mechanical ingenuity, or physical talent (e.g. in sport or dancing).
4. The underachievers, who may belong to any of the foregoing categories but who, through lack of motivation or stimulation, peer-group pressures or for other causes fail to make the most of their innate capabilities.

## **IDENTIFICATION**

1. The quality of the School curriculum and classroom programmes should enable the outstanding abilities of students to emerge and be recognised.
2. A range of information should be used to identify students, e.g. tests (pre-school, baseline, SATS, NFER CATs, in-house), teacher assessment, peer recognition, information about out of school interests and activities; generic and subject specific checklists.
3. Ongoing strategies should be used which allow ability and talent to be identified at any age.
4. Processes should be inclusive, to ensure gifted and talented students are not disadvantaged on the basis of gender, racial, cultural or socio-economic backgrounds, physical or sensory disability or geographic location.

5. Strategies should identify those students, who for various reasons of disadvantage, may not be identified because the curriculum does not allow "giftedness" to emerge.

## **PROVISION**

For provision to be meaningful, the following context is essential: a stimulating and interactive environment; an acceptance of individual differences and potential; a willingness to provide appropriate teaching methods to match those differences; flexibility of organisation.

1. The School will produce a challenging, enriched and differentiated curriculum through school-based and supplementary provision.
2. School-based provision will include a distinct teaching and learning programme, enrichment opportunities and study support.
  - A Distinct Teaching and Learning Programme will take account of generally accepted key components to effective classroom provision (Kerry and Kerry 2000): *defining learning objectives-*, *setting effective classroom tasks*; *differentiating work*; *questioning effectively*; *explaining effectively*.  
The following are goals for extension tasks (Eyre 1997):  
*Critical thinking*; *creative thinking*; *increased independence*; *problem-solving ability*; *reflection*; *self-knowledge*.  
The School recognises the crucial role of the subject department in ensuring quality and range of opportunity as well as systems for assessing, tracking and guiding pupils in their progress.
  - School -wide opportunities are not restricted to the identified gifted and talented cohort but offered outside normal departmental provision, e.g. drama and musical productions, clubs and societies, competitions, access to experts, residential visits, specialist workshops, visits and events, links with schools in other countries and links with partner primary schools.
3. Supplementary programmes will be provided to enable students to interact with their gifted and talented peers (e.g. residential programmes and summer schools), to promote academic rigour and intellectual challenge in specific curriculum fields (e.g. Masterclasses), and to provide opportunities for critical analysis and emphasise higher-order thought processes (e.g. study/Thinking Skills programmes).
4. Approaches can be combined in a variety of ways, including enrichment, extension and acceleration.

## **MONITORING AND EVALUATION**

- **Communication Channels:**  
The Headteacher will line manage the School Co-ordinator. The Leadership Group will actively support agreed initiatives and raising of awareness. EiC strands are standing items on the following School bodies: Leadership Group meetings, Curriculum Co-ordinators' meetings, Departmental and pastoral meetings. Governors' meetings. Minutes from the above meetings will reflect progress and future plans. The Co-ordinator will attend Cluster Group and other LEA G & T meetings and conferences as required-
- **Parents and Students:**  
Parents will be contacted at regular intervals, e.g. identification, review, newsletter and information regarding specific events and opportunities. Students will be seen by the Co-ordinator at regular intervals, both formally (e.g. review) and according to need (e.g. pupil request).
- Departmental audits and annual review of provision (Autumn Term)
- Pupil tracking sheets completed by all staff.
- Evaluation of activities.
- Offer of triangular reviews (student + parent/guardian + co-ordinator) and setting of targets. IEPs and review.
- Students responsible for recording own experiences.
- Finances: Close work with Bursar and other areas (EiC and otherwise) to ensure fair and effective distribution of funding and value for money.
- Agreed EiC targets, reviewed against performance.
- Annual report within Action and Delivery Plan, containing review of previous year and plans for future.

In addition to monitoring and evaluation at school level, including reports to the Headteacher and Governing Body, there will be regular communication with Wirral Education Authority via the Gifted and Talented Strand Co-ordinator to externally monitor the quality of the implementation of the policy. This monitoring will take into account national guidelines and requirements (DfES).