



Wycliffe College Senior School Policy for Gifted and Talented Pupils Rationale

At Wycliffe Senior School, those who are identified as being gifted or talented will be known as 'the most able'.

Wycliffe College recognizes that there are able, gifted and talented pupils with the potential for higher level performance across a range of abilities in curricular, creative, artistic, physical and leadership contexts and in the processing of ideas and information. As well as the most gifted children in the school, who will be registered in accordance with identification criteria established later, we recognize that within every cohort of students there will be the most able who need to be challenged appropriately.

A policy for the most able pupils will assist us in providing the best possible education for all pupils in our school community. We recognise that our most able students have particular needs which we should meet if they are to realise their potential. A consistent and co-ordinated Gifted and Talented policy will have the effect of raising standards of teaching and learning in all areas and for all pupils.

How the Policy for Gifted and Talented Relates to Wycliffe College's Aims and Philosophy

Wycliffe's philosophy arises from a firm belief in the individuality and the emotional well-being of all students. Their strengths and weaknesses are individual and we celebrate this diversity. We aim to identify specific talents and areas for development in all aspects of school life and respond accordingly to the needs of the children. We therefore expect staff to know their pupils' individual learning styles and abilities, in order to discover and promote their unique talents.

Aims of the Gifted and Talented Policy

- to ensure that all students receive the education appropriate to their needs
- to provide a focus for teaching and learning which will have a positive impact on the curriculum as a whole;
- to have a whole-school impact on self-esteem and attainment for all pupils by fostering an achievement culture
- to enable pupils to work at higher cognitive abilities;
- to provide opportunities to develop specific skills or talents;
- to improve motivation and achievement of gifted and talented pupils;

Key Personnel

Every classroom teacher plays a central role in the effective provision for the most able pupils. Specifically, the Senior School Gifted and Talented Co-ordinator advises staff on matters related to pupils identified as able, gifted and talented. Further support is available from Heads of Department, the SENCO, the Head of Lower School and the Head of Sixth Form. The Deputy Head provides resources for CPD and the whole SMT is committed to providing the environment in which this policy can be successful.

There is close liaison between the Director of Studies (SS) and the Deputy Head (WPS) over transfer of A,G & T pupils. The trustees and wider governing body of the school have an interest in and support the ethos of this policy. Advice is sought from and feedback provided to the chair of the Education Committee

Identification and Definitions

A register of gifted and talented students will be maintained by the co-ordinator and both hard copies and electronic version made readily available to staff.

A child may be gifted or talented in many fields or in one area only. Signs of exceptional ability should be looked for, identified and addressed appropriately in the same way as signs of specific learning difficulties.

In drawing up the register of gifted and talented pupil the following is considered:

- Identification should be inclusive rather than exclusive, but students should not be registered without clear evidence of ability.
- Addition to the register should be encouraged, but deregistration should be avoided.
- The target group should be wide and varied.
- Ability is longitudinal - people develop at different rates.
- Staff must retain an open mind as to who are the gifted and talented.

The following strategies are used to identify pupils for inclusion on the Gifted and talented Register at Wycliffe College.

Definitions and Strategies for Identification

Pupils performing ahead of their year group or in the top 10% nationally

Pupils of observably high intelligence and / or achieving high scores in nationally standardised tests or examinations.

Pupils who are exhibiting behaviour traits for which a more challenging approach is effective

Pupils for whom parents and teachers have recognised a particular gift or talent which could include physical talent, mechanical ingenuity, ability in expressive, visual and performing arts, outstanding leadership and social awareness and creativity.

Pupils whose achievements have been acknowledged outside school

Teacher intuition

Educational Psychologist's Report

NACE advice on identification as outlined in www.nace.co.uk and links.

Pupils who are in the top 2% of the country on CEM data, members of national or semi-professional sports teams, recipients of Grade 8 music or Grade 6 music with distinction awards, actors who gain roles in major productions are identified as exceptionally gifted.

Development of the Gifted and Talented

Key to Wycliffe's approach to our most able students is suitable differentiation;

- in lessons,
- for prep,
- through assessment feedback,
- through discrete enrichment,
- in provision of resources

Other forms of support include;

- setting where appropriate
- tutorial advice and guidance
- parental involvement encouraging a partnership approach
- a wide range of extra and cross-curricular programmes,
- mentoring programme with Wycliffe Prep School

Achievements Outside School

Wycliffe seeks to support activities and achievement outside school by celebrating awards in assembly, allowing Saturday non-attendance of classes in order to pursue a related activity and being flexible about attendance when pupils are given opportunities to develop their talents e.g. film roles.

The Wycliffe Careers and Higher Education Programme developed by the Head of Sixth Form and delivered in the Life Skills and Tutorial programmes. Ensures that able, gifted & talented pupils make a satisfactory transition to the next phase of education or the world of work.

The Director of Studies encourages able, gifted and talented pupils, supported by staff, to consider Oxbridge visits and applications and provides the necessary advice and encouragement.

Registration: Information Gathering, Storage and Use

Pupils are tested in Years 2, 5, 7, 8, 9, 10 and 12 using Durham University Baseline Systems. Results are stored on the school Staff T drive of the network and are distributed to staff in the Autumn Term by the Director of Studies. Registers of the Able, Gifted and Talented Pupils are updated annually in October and when necessary during the course of the year, e.g. when the talents of a pupil new to the school become clear or an existing pupil begins to display traits appropriate to enrolment on the register.

A high MidYIS score is not always followed by high scores in Yellis and Alis, as higher order skills replace reliance on simple memory. However, all scores are recorded in order to make the position clear to teachers. Pupils whose scores fall are identified as at risk and tutors and teachers are made aware so that a suitable action plan can be developed to ensure that they are being appropriately challenged.

The information is used in updating schemes of work, the allocation and choice of resources, including setting and the development of the enrichment programme.

Targets

The NACE Challenge Award Audit and Action Plan is used as the document for informing target-setting and monitoring by the Director of Studies. Departmental targets, based on the annual self-evaluation and staff appraisal cycle include A,G&T focus where appropriate.

Targets are set for able, gifted and talented students, as with all students, at the end of written work, in oral feedback with teachers and tutors and on reports, at present written termly. In addition, able, gifted and talented pupils should aim to sustain their high levels of achievement, measured against national criteria. Scrutiny of work by the Director of Studies and Deputy Head monitor teachers' feedback. Pupils who are exceptionally gifted, will also have an Individual Education Plan written by tutors.

Targets are monitored by pupils, teachers and tutors and progress is reported to parents.

4. Range of Teaching and Learning Styles

The needs of the more able pupil include:

- Space to make individual contributions from open-ended situations;
- The opportunity to take risks in an organised way with the facility to fail without threat;
- Contact with like-minded people, either peers or adults;
- A fair proportion of teachers' time but deployed differently than for other pupils;
- A good balance of working with urgency and pace, and time to reflect;
- Question and answer sessions that play to the higher-order thinking skills;
- Only as much instruction as is needed, thus allowing the able to interpret what is required for themselves;
- Opportunities to develop further work;
- An environment in which alternative methods and alternative answers are encouraged;
- Work set in such a way that creativity and imagination are involved extensively;
- An appreciation that ability is not always matched by social and emotional development;
- A variety of teaching styles to accommodate the individual needs of different pupils.
- The curriculum - In class approach:
 - enrichment/extension/differentiation of classwork and homework;
 - a greater emphasis on higher order thinking skills;
 - varied and flexible pupils groupings, sometimes allowing able pupils to work together;
 - encouraging pupils to become 'independent learners';
 - challenge within subject areas;
 - short, medium and long term planning to reflect the needs of the most able pupils.

Out of class activities:

Providing a wide range of extra-curricular activities including:

- enrichment activities and visits;
- school clubs;
- musical, drama and sporting opportunities;
- competitions;
- holiday projects;
- learning mentors;
- close monitoring of pupils identified as under-achieving.

STRATEGIES FOR PROVISION

Able, gifted and talented pupils are often more flexible in their approach to learning. Approaches recommended include: a faster pace, more open questions, opportunities to shine in areas that suit individual talents e.g. artwork, presentations, debates, independent research, exploratory work and problem solving. A full range of suitable approaches can be found in Staff\Senior School\CEM, Learning and Research\Gifted & Talented\INSETS and also in CEM, Learning and Research\Learning.

A section of the school library has been created for teachers with a wide range of material on differentiated teaching and learning and guidance on teaching methodologies and their educational foundation.

Teaching and learning is monitored to ensure that it meets the needs of able, gifted & talented pupils by observation of lessons, scrutiny of schemes of work and monitoring of pupil written work by the Director of Studies and Heads of Lower School and Sixth Form.

Wycliffe monitors and supports the personal and social development of able, gifted & talented pupils through the House and Tutorial systems, enrichment programmes, the use of NACE pupil questionnaires and attitudinal questionnaires from the Centre of Education and Management, Durham University.

Identification of Underachievement

The achievement of groups and individuals is monitored by Heads of Department, overseen by the Director of Studies and reported annually. iSAMS MIS system is used to help track students and departments and identify underachievement by groups and individuals. Students' files will be scrutinised regularly by Heads of Departments and annually by the Director of Studies, head of Lower School and Head of Sixth Form. No data tracking should replace teacher observation and awareness of students' individual needs which should be used to monitor performance on a daily basis.

The gifted child might downgrade his or her effort if under-stimulated. The teachers' expectations and strategies for stimulation are the key to successful development and the realisation of potential.

Underachievement of individual pupils is identified by tracking of progress on grades and report cards. Cause for concern reports are to be used to report to Director of Studies and to Heads of Lower School and Sixth Form. Strategies such as an individual education plan, report card, extra meetings with the tutor, Head of school and the Director of Studies and contact with parents.

Commitment to Improve the Skills of All Staff in the School

There will be regular Inset and formal Staff Induction on provision for the Able, Gifted and Talented covering differentiation and Preferred Learning Styles.

Inset cascade documents following attendance by key staff at Gifted and Talented.

The Deputy head will work closely with the Gifted and Talented Co-ordinator to identify CPD opportunities for staff in relation to able, gifted and talented pupils.

Provision for Exceptionally Able, Gifted and Talented Pupils

All teachers are obliged to provide good differentiation within lessons and for prep. Please refer to the Differentiation Policy for detailed advice. Where possible, we set pupils according to subject-specific ability in academic subjects and sport. This does not remove the need to think about the pupil as an individual with specific individual needs and to provide individually tailored work.

It is not acceptable to set class or group work and accept the pupils' excellent, good, average or poor results. Challenges must be set according to the child's ability. The responsibility for planning for and providing challenges to stimulate the gifted or talented child rests with the individual teacher. Individual teaching staff must make provision for the gifted or talented child in their individual lesson plans, their half termly and their long term planning. Differentiation must be by design as well as by outcome.

Parental Involvement

Parents will be asked to nominate children for inclusion in the gifted and talented register by letter from the Head. If any such nominations are received, the Gifted and Talented Co-ordinator will seek evidence from parents to support the application and ask the head of the relevant department to consider the issue. The decision to place a pupil on the register in such circumstances will be made by the co-ordinator after considering all views.

Parents will be advised of the school policy towards able, gifted and talented pupils and told when their children have been so identified.

Parents will be involved in discussions of their children's progress.

Parents know the key personnel involved with able, gifted and talented pupils from the Wycliffe website and from letters home.

Monitoring the Action Plan and Reviewing the Policy

The policy is reviewed annually by the Able, Gifted and Talented Coordinator and ratified by the Academic Committee. A report on matters related to Gifted and Talented pupils is included in the annual report to the Education Committee.

MONITORING AND EVALUATION

Policies and procedures will be monitored and evaluated on a regular basis, to inform future planning and action that will lead to even more effective provision.