

Marshland High School



Gifted and Talented Policy

Approved - May 2014

Marshland High School - Gifted and Talented Policy

Rationale

Marshland High School welcomes students representing a wide range of abilities, with each individual perceived as unique and with great potential.

It is the aim of the school to provide a secure, yet challenging educational environment which stimulates the development of all students and enables them to maximise their potential. It is recognised that within the school community there are students of high ability and they have requirements which need to be addressed by the school. The school believes that every student is entitled to an education that is appropriate to his/her needs and that success should be fostered at every level.

Aims

For our gifted and talented students the school aims to provide:

- Academic support – work at an appropriate level and challenge
- Personal support – a concern for the whole child
- A range of opportunities inside and outside the classroom

Definitions

Gifted and talented are nationally agreed definitions:

- Gifted is used to describe learners who have abilities and excel in academic subjects
- Talented refers to those who particularly excel in practical areas such as sport, music and the creative arts
- Gifted and talented refers to learners with high ability in both these areas

Schools are required to identify a gifted and talented cohort which should comprise the top 5% - 10% of their students who have the capacity for, or demonstrate a high level of performance even though their ability may be hidden.

Identification

Identification is a balance of judgements. Dr Renzulli considers three factors important for the development of gifted behaviour: above average ability, creativity, and task commitment.

If a student has all three characteristics working together, then high achievement or gifted behaviour is frequently witnessed. Personality and environmental factors are also influential. If only two characteristics are displayed the student is less likely to reach their potential.



Above average ability

Above average ability is frequently identified using Midyis or CATS scores in the range 120-128 or above. Until September 2013, Marshland did not use either of these tests, hence, KS2 SATS scores of high level 5s on average in English and Maths, (≥ 5.50 for **G&T** students, ≥ 5.30 for **MA** students) are used as a starting point for identification. From September 2013 all Y7s will be tested using Midyis, and the results used for identification. (Scores ≥ 125 will be identified as **G&T** students, with a subdivision $\geq 120-124$ for **MA** students).

Creativity and task commitment

Creativity and task commitment have to be identified using qualitative judgments, hence there are no hard and fast rules, but certain criteria help us to identify gifted and talented students.

- Some gifted and talented students may:
- Make connections between things
- Readily take ideas on board
- Show extensive background knowledge
- Show good verbal skills, and/or express knowledge
- Have high personal expectations – sometimes! – no typical personality
- Show good verbal expression not always linked to writing
- Show imagination that builds on knowledge learned
- Argue points and challenge the given wisdom
- Interpret and analyse ideas e.g. tell the story
- Show perseverance
- Already be developing a specialism or interests out of school
- Be especially physical, expressive, emotional in art, music, drama, dance

In addition, some departments have added their own more specific criteria to identify students within subject-specific gifted or talented categories.

Provision

- Students who fall within the **G&T** or **MA** categories have been identified on SIMS to inform staff who those students are, not only within their own subject but importantly, also within other subject areas
- Within schemes of work, differentiation and the needs of **G&T** and **MA** students are identified. As part of lesson preparation staff make provision for **G&T** and **MA** students, with the emphasis on offering increasing challenge and enrichment activities rather than more work
- Departments may run enrichment activities for **G&T** and **MA** students either during the school day or after school, both from within the school or from specialised provision through links with organisations beyond school

Roles and responsibilities

- Co-ordinator for **G&T** students – to have an overview of the school's provision and identification of students. Teaching and learning co-ordinator to ensure that within the 'Teaching and Learning Community' of the school, teaching the most able is a regular focus
- Subject leaders – to support the whole-school approach and ensure that policy and provision within their subject are in place and working effectively
- Subject teachers – to apply the appropriate whole-school and subject provision; to support and monitor the

students they teach

- Nominated Governor – to know and support the school’s approach to providing for **G&T** students; provide helpful representation on the Governing Body; undertake training as necessary

Monitoring and Evaluation

Departmental practice, together with the school policy, will be reviewed and revised annually.

Marshland High School, School Road, West Walton, Wisbech, Cambs PE14 7HA
Telephone: 01945 584146 Fax: 01945 581275
Email: office@marshlandhigh.co.uk www.marshlandhigh.co.uk