

GIFTED & TALENTED POLICY

Context

DCSF: Principles and aims

Providing for gifted and talented learners in our schools is a matter of equity - as with all other pupils they have a right to an education that is suited to their needs and abilities, to allow them to fulfil their true potential

The 2005 White Paper, *Higher Standards, Better Schools for All* set out the Government's ambition that every pupil - including the gifted and talented should have the right personalised support to reach the limits of their capabilities. For gifted and talented pupils this means:

- stretch and challenge in every classroom and in every school
- opportunities to further their particular abilities outside school

The aims of the national programme for gifted and talented education are:

- To improve pupil outcomes, particularly for the most disadvantaged, in attainment, aspirations, motivation and self-esteem
- To improve the quality of identification, teaching and support in all schools and classrooms
- To improve the quality of:
 - out-of-school learning opportunities and support for pupils, and
 - support for parents, educators and schools at local, regional and national levels

The 2007 Children's Plan builds on this commitment and sets out our current priorities:

- Improving the identification of gifted and talented learners, especially those who are underachieving and/or who come from disadvantaged backgrounds
- Ensuring all schools have access to a trained Leading Teacher for gifted and talented education

Ensuring that gifted and talented learners make at least 2 levels of progress in each key stage, especially those who come from disadvantaged backgrounds more likely to be underachieving

Young Gifted & Talented (YGT) Identification procedures:

Gifted and talented learners are defined those who have one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).

Gifted describes learners who have the ability to excel academically in one or more subjects such as English, drama, technology;

Talented describes learners who have the ability to excel in practical skills such as sport, leadership, artistic performance, or in an applied skill.

Our policy starts from the expectation that there are gifted and talented learners in every year group in every school. It is up to each school to decide on the proportion of their population who are gifted and talented. Since we believe that ability is evenly distributed throughout the population, a school's gifted and talented pupils should be broadly representative of its whole school population.

Guidance on identification is available at:
http://ygt.dcsf.gov.uk/FileLinks/312_new_guidance.pdf

We are committed to the principle of equal opportunity for all students and all staff. We aim to promote equal opportunity and to challenge stereotypes, combat prejudice and actively discourage any discrimination against individuals or groups on the basis of social class, race, ethnic group, nationality, religion, language, gender, marital status, family or home circumstances, sexual orientation, disability, political beliefs, trade union membership or non-membership, or age.

Status	Statutory
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Purpose

To ensure that Gifted and Talented students are identified early, and that teachers provide them with relevant and challenging work. We strive to form good links with external providers in order to complement in-house provision to make alternative timetables available for those who are less academic and for those who are Gifted and Talented. Some able students may also take exams early.

Consultation	<ul style="list-style-type: none"> • Governors, Staff, Students and Parents
Relationship to other policies	<ul style="list-style-type: none"> • Teaching and Learning • Inclusion • Assessment • Curriculum
Relationship to standard operating procedures	<ul style="list-style-type: none"> • Provision within lessons and as enrichment/extension activities

Role	Responsibility
Governors	<ul style="list-style-type: none"> • Ensure structures are in place to support the effective implementation of this policy • Regularly review this policy
Headteacher	<ul style="list-style-type: none"> • Ensure wide consultation for the inception of this policy • Ensure structures are in place to support the effective implementation of this policy
Director of Learning Support	<ul style="list-style-type: none"> • To lead the implementation of this policy • To liaise with GaTCo to ensure provision is ongoing
Gifted /Talented Co-ordinator (GaTCo)	<p>To support the implementation of this policy by:</p> <ul style="list-style-type: none"> • managing the gifted and talented register • supporting Curriculum Leaders to plan to meet the needs of Gifted and Talented students • supporting Learning Leaders to monitor the progress of Gifted and Talented students • monitoring and evaluating the provision for Gifted and Talented students • Ensuring support for Gifted and talented students
Learning Leaders	<ul style="list-style-type: none"> • Monitor the progress of Gifted and Talented learners using data provided by GaTCo

Arrangements for Monitoring and Evaluation

Date established by Governing body:	April 2010
Date for full implementation:	April 2010
Date of Governor approval:	April 2010
Date of review:	April 2012

ANNEXES
