

## Proposed Gifted and Talented Policy

### **Aims:**

To provide a clear and consistent method of identifying students who are either 'Talented' in specific subject areas, or 'Most Able' across the entire school curriculum.

### **Process of Identification:**

Wadebridge School will be identifying 'Most Able' students as those who are estimated to achieve at least an A in their best 8 GCSEs, according to FFTD data. An additional check will be performed against statistical data provided by Cornwall Council to ensure any students in the 95<sup>th</sup> percentile of KS2 scores in the county are also included.

'Talented' students from each subject area will be identified by their classroom teacher by February half term according to individual subject criteria. The method of best practice by which students are identified and the ways in which results are recorded will be guided by a standard department policy template, in order to achieve consistency across the whole school.

Additional parent / carer / teacher recommendations of students can be submitted and will be considered by the Gifted and Talented team.

### **Provision:**

The first and most important provision for most able and talented students is high quality teaching in all lessons which is suitably challenging and appropriately differentiated. Alongside this will be specific support in the following areas:

Classroom: It will be the responsibility of the classroom teacher to provide all students, including those identified as most able / gifted and talented, with a suitable level of challenge and are time to consolidate any new learning that has taken place.

G and T coordinators will be responsible for auditing classroom provision across the school based on the Classroom Quality Standards in G&T (29<sup>th</sup> March 2007). This will initially be done through learning walks in the summer term learning review.

Whole school: A variety of enrichment activities for all year groups will be provided and designed to encourage and enhance engagement and discussion in the student's area of expertise across subject groups and ages for instance targeted careers advice during the spring term when Year 9 are making their option choices.

Enrichment opportunities will periodically made available for all year / subject groups. For example sessions on: careers, options, homework, stress, subject knowledge etc.

Transition taster events will be organised for KS2-3, 3-4 and 4-5 where appropriate.

The G and T coordinators, along with senior leaders, will regularly review the school's provision for gifted and talented with reference to the Institutional Quality Standards in G&T

External: Educational visits will be arranged to aid the progression, aspirations and engagement of students. Speakers will also be invited to provide talks as students' needs become apparent.

Letters will go to parents / carers detailing student's status and opportunities that may become available to them.

### **Assessing the impact:**

A parent, teacher and student voice will be organised to gauge the level of success that has been achieved from both the parents' and students' point of view. This will also help to shape future events.

In accordance with the school assessment policy, teachers are expected to monitor the progression of all their students. In addition to this, co-ordinators will be separately monitoring the progression of those students identified as 'Gifted and Talented' or 'Most Able' at the point of progress summaries and reports. Any students found to be falling behind in some curriculum areas will be subject to interventions such as mentoring sessions. The school will also take the opportunity to reward any success that may become apparent.

Whole school learning review focus may be aimed at the provisions available for those students which have been identified.

At the beginning of each academic year, public exam results will be analysed to gauge the effectiveness of provisions made and for plans to be adapted, as necessary, for the following year.