

**Old Buckenham High School**  
**Gifted and Talented Policy**

<b>Definition</b>	<p>The DCSF (Department for Children, Schools and Families) defines:</p> <ul style="list-style-type: none"><li>• <b>Gifted</b> students as those who have the ability to excel academically in one or more subjects such as English, drama and technology</li><li>• <b>Talented</b> students as those who have the ability to excel in practical skills such as sport, leadership, artistic performance. These students may well follow a vocational training pathway to accreditation and employment.</li></ul> <p>More able pupils may also show outstanding social awareness. It is important to remember that some gifted and talented pupils may also be on the SEN register, the Looked After Children register and the English as an Additional Language register.</p>
<b>Introduction</b>	<p>At Old Buckenham High School we acknowledge that Gifted and Talented pupils need to be treated as individuals and, like Special Needs students, allowances need to be made in the manner in which they learn.</p> <p>This policy is a working document and will be updated annually to reflect our ongoing development in this area.</p> <p>The policy may be referred to by staff, students, governors and parents as it is a whole school policy. It is important that as many people as possible will contribute to this policy.</p> <p>Each Department needs to be aware that the Gifted and Talented have as much need of differentiated work as any other student</p> <p>Each department will be asked to include their provision for Gifted and Talented pupils in their handbook and will be expected to allocate a percentage of their resources accordingly.</p>

<b>General approach</b>	It is our intention to support each student who has been identified as gifted or talented to enable them reach their full potential.
<b>Who are the gifted and talented?</b>	<p>The DCSF suggest a cohort of between 5% and 10% of the school's population. We currently have a cohort of between 20 and 25%.</p> <p>We believe that inclusion is not permanent, pupils may move on or off the register which is updated on a termly basis.</p> <p>Disaffected, bright pupils need to be targeted. Behavioural problems will never be a reason for non inclusion, nor will being on the Code of Practice (SEN)</p>
<b>Identification</b>	<p>We will use a variety of methods to identify the gifted and talented. It is important to be flexible in our approach and always consider the abilities of the individual. The following methods will be used:</p> <ul style="list-style-type: none"> <li>Staff nominations</li> <li>Information provided by feeder schools</li> <li>National Curriculum Levels</li> <li>Peer nominations</li> <li>Nominations from outside agencies eg. sports coaches</li> <li>Self Identification (pupils know they are different)</li> <li>Parental nominations</li> </ul> <p>We believe that identification is not permanent and the register will be updated termly.</p>
<b>Grouping Policy</b>	<p>Throughout the normal school day, pupils on the gifted and talented register will, on most occasions, work with their peer group. We see this as important socially and we do not want the group to be seen as elitist. This will be avoided by the fact that the composition of the group will change according to pupils' strengths in various subject areas. We hope to present opportunities for pupils on the gifted and talented register to work together and with gifted and talented pupils from other schools. This will take place outside the normal school timetabled day.</p>

<b>Mentoring</b>	It is our long term aim to provide a paired mentoring system between older and younger gifted and talented pupils in order for younger pupils to benefit from the experience of older pupils and to raise the self esteem of older pupils. We also aim to encourage mentors from business and higher education to work with our gifted and talented to raise aspirations
<b>Provision and Curriculum</b>	<ul style="list-style-type: none"> <li>• It is the subject teacher's responsibility to produce relevant extension and enrichment tasks within each lesson taught. We will provide our gifted and talented pupils with their full entitlement to the National Curriculum differentiated as appropriate. We also hope to provide access to curriculum enhancement in both National Curriculum areas and, where appropriate, outside</li> <li>• We aim to develop strategies to be developed, where appropriate, for more able students to take GCSE examinations early.</li> <li>• The school homework policy will be used for the gifted and talented although staff may consider setting alternative homework.</li> <li>• It is our long term aim that each pupil on the register has an individual education plan which includes targets set by subject staff and reviewed termly</li> </ul>
<b>Role of Gifted and Talented Coordinator</b>	<ul style="list-style-type: none"> <li>• To write the gifted and talented school policy</li> <li>• To give information on identification of gifted and talented pupils to subject staff</li> <li>• To compile and update the Gifted and Talented register termly</li> <li>• To keep a record of all pupil education plans (once in place)</li> </ul>
<b>Role of Gifted and Talented Lead Teacher</b>	<ul style="list-style-type: none"> <li>• To inform subject teachers about suitable courses and resources</li> <li>• To liaise with feeder schools and pass on information to House and subject staff</li> <li>• To liaise with the Governor with special responsibility for the Gifted and Talented</li> <li>• To lead whole school Gifted and Talented initiatives</li> </ul>
<b>Role of subject teacher</b>	<ul style="list-style-type: none"> <li>• Subject teachers will be responsible for the identification of able students and the provision of challenging differentiated tasks</li> <li>• To set challenging homework tasks</li> </ul>
<b>Role of Head of Department (via representative on</b>	<ul style="list-style-type: none"> <li>• To liaise with their team to compile a list of the most able and talented pupils in their subject area. This will be passed on to the Gifted and Talented Coordinator</li> <li>• To provide schemes of work which contain suitable enrichment (adding breadth) and</li> </ul>

<b>Working Party )</b>	enhancement (adding depth) material
<b>Support, Care and Guidance</b>	<ul style="list-style-type: none"> <li>• We aim to provide opportunity and challenge without pressure</li> <li>• We do not want the gifted and talented pupils to become isolated from their peer group.</li> </ul>
<b>Parents</b>	<p>Parents should be involved in providing information and should be informed if pupils are included on the register</p> <p>When the individual education plans are in place, parents will be provided with a copy and so will be informed of targets and their review.</p>
<b>Post sixteen</b>	<p>There will be liaison with sixth forms to ensure information is shared. Where relevant individual education plans may be passed on</p> <p>Past pupils' progress will be monitored and high achievers will be invited into school to speak to Year Ten pupils about university, training, business opportunities etc. Through this we aim to raise aspirations of present pupils.</p>
<b>Role of Governors</b>	<ul style="list-style-type: none"> <li>• The designated Governor for Gifted and Talented will meet with the lead teacher and / or coordinator at least once per term</li> <li>• The Governors will receive feedback on all aspects of the Gifted and Talented initiative.</li> <li>• The Governors will receive feedback on the attainment of Gifted and Talented pupils</li> </ul>

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