

**CUMNOR HOUSE SCHOOL FOR BOYS AND TREETOPS NURSERY**



**POLICY FOR GIFTED AND TALENTED PUPILS**  
**2016/2017**

**Rationale**

At Cumnor House School, we aim to:

- help our pupils to develop their skills and abilities, intellectually, emotionally and socially
- provide teaching which makes learning challenging, engaging and enables pupils to reach their potential
- are committed to working for quality and equality of opportunity

This policy is an integral part of the school's broader development of maximum inclusion of educational opportunity for all pupils and states our commitment to providing an environment in which all pupils are enabled to realise their potential. It should be read in conjunction with the whole school policies on *Teaching and Learning/Assessment/Marking/Reporting*.

**Aims**

This policy is intended to support the following aims:

- the raising of aspiration for all pupils
- high expectations of achievement for all pupils
- addressing the needs of those pupils who have been identified as being gifted and talented

In order to achieve these aims, we will ensure that all students have opportunities to develop specific skills or talents.

**Definitions**

There are many definitions of 'gifted and talented'. 'Excellence in Cities' (EiC) guidance suggests:

- 'Gifted' learners are those who have abilities in one or more subjects in the statutory curriculum other than art and design, music and PE

*Date reviewed: September 2016*

*Next Review Date: July 2017*

- 'Talented' learners are those who have abilities in art and design, music, PE or performing arts such as dance and drama.

Within Cumnor House, we recognise that gifted and talented pupils can be:

- good all rounders achieving in a wide range of contexts
- high achievers in one area
- of high ability but have poor writing skills

Gifted and talented pupils may have one or more of the following characteristics:

- think quickly and accurately
- work systematically
- work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations
- be interested in uncovering patterns
- be passionate about a particular subject or aspect of the curriculum
- have an aptitude for problem solving
- be very articulate or verbally fluent for their age
- have a wide general knowledge
- be logical
- have a good memory that they can access easily
- be very sensitive and aware
- can be easily bored by what they perceive as routine tasks
- show a strong sense of leadership

We also recognise that some pupils who are gifted and talented do not always show their ability. Such pupils are gifted and talented even though their abilities may be hidden or remain as potential. Some may have a learning difficulty such as dyslexia.

## **Identification**

*Date reviewed: September 2016*

*Next Review Date: July 2017*

Gifted and talented students at Cumnor House are identified by making judgements based on an analysis of various quantitative and qualitative sources of information including:

- Standardised Test scores (VR/Non-VR/CAT/Reading/Spelling)
- end of term attainment grades
- examination results
- Reading Ages
- teacher nomination (based on classroom observation, discussions with pupils, work scrutiny) which is on-going

This information is collated by the Gifted and Talented co-ordinator, Emma Edwards and is made available to all staff. The Gifted and Talented Register records the names of all pupils who have been identified as being gifted and talented and is regularly reviewed and updated by the Gifted and Talented Co-ordinator.

### **Organisational and in-class approaches**

Important strategies which can be implemented include:

- opportunities to experience extension (depth), enrichment (breadth) and acceleration (pace) tasks within lessons
- the provision of a variety of teaching and learning methods to encourage the pupil's best skills and potential
- differentiation of content, learning process and outcome within subject areas
- the development of independent learning by allowing pupils to discover their preferred learning style, develop higher thinking skills, organise their own work, carry out tasks unaided, develop problem solving skills, evaluate their work and become self-critical
- removing potential barriers to learning for gifted and talented pupils who have a learning difficulty by addressing their particular needs
- the provision of extension work in all year groups
- the provision of a QUEST club targeting problem solving activities for pupils during assembly time once a week, Mrs Helena McLaren is responsible for the teaching and learning of the QUEST group

### **Coordination and monitoring**

The Gifted and Talented Coordinator has overall responsibility for the coordination, monitoring and evaluation of the Gifted and Talented policy. This will involve:

- ensuring that the policy is implemented

*Date reviewed: September 2016*

*Next Review Date: July 2017*

- coordinating the monitoring of the progress of gifted and talented pupils through effective tracking systems such as the regular checking of exercise books/test results etc. with twice yearly reviews of pupil progress
- coordinating the systematic observation of teachers to evaluate the effectiveness of provision for gifted and talented pupils within subjects
- supporting departments in revising schemes of work with particular reference to provision for gifted and talented pupils
- ensuring that gifted and talented processes are integrated into staff appraisal
- ensuring that the professional development programme includes relevant aspects of gifted and talented provision
- ensuring that gifted and talented practices are made integral to the school's processes of self-evaluation and review
- monitoring the work load of each gifted and talented pupil to prevent overload
- reporting regularly to the Headmaster and Senior Management Team

### **Success Criteria**

The success of our policy for gifted and talented pupils is measured in the following ways:

- pupils become more confident in their attitudes to learning
- pupils are prepared to take more risks with their learning, becoming more independent thinkers
- pupils ask more higher level questions
- pupils are more actively involved in assessing their own progress and setting their own targets
- pupils improve their attainment in the areas in which they are gifted and talented

### **Evaluation and Review**

This policy is evaluated and reviewed annually by the Head of Learning Support. Any alterations that come from this review will be discussed with the Headmaster and the Senior Leadership Team and ratified by the teaching staff.