

Crawshaw School

Gifted and Talented Policy

Aims

- To recognise ability and to enable more able and talented students to fulfil their potential
- To ensure all gifted and talented students are identified
- To provide a teaching and learning programme which is sufficiently challenging to meet the needs of the more able: to extend, enhance, enrich
- To celebrate and reward achievement
- To provide guidance and training to staff to enable them to fully meet the needs of more able students

Definition

Gifted and Talented Students are capable of high performance in one or more areas of the curriculum. They may be outstanding in either attainment or potential for attainment.

'Gifted' refers to ability in one or more academic subjects; 'Talented' refers to ability in art, music, drama or sport.

Identification

- Students' prior attainment levels are analysed and students with high National Curriculum levels at Key Stage 2 (5 and above) and Key Stage 3 (7 and above) are automatically placed on the Able, Gifted and Talented Register. CATs test
- Staff identify more able and talented students based on performance in and beyond the classroom.
- The cohort is selected from those students with both high attainment and teacher identification.
- The cohort represents between 5% and 10% of the school population.
- The cohort is broadly representative of the school population in terms of gender, ethnicity and home background.
- At Key stage 5, GCSE points scores are used to identify our most able students.
- Although the provision for gifted and talented is directed towards the cohort, the teaching and learning programme is focused on able students in particular subject areas. Other students are encouraged to take part and benefit from the activities offered.

Provision

- for Gifted and Talented students includes:
- Schemes of work which include extension tasks and homeworks, and some longer, open-ended projects, which allow students time and opportunity to think creatively and challenge them in higher order thinking skills
- Specialised equipment and resources in many subjects.
- Variety in teaching and learning styles
- A broad programme of extra-curricular enrichment opportunities (provided by the school and the Wedge) including visits, workshops, conferences, competitions, special events, extra classes and clubs.
- Staff awareness of their role in identifying gifted and talented students and their responsibility to make the curriculum sufficiently challenging for them.
- Individual target setting with students, and regular review of targets.
- Coaching in study and revision skills