



# Gifted and Talented Policy

This Policy was approved by the Governing Body following  
consultation with staff, students and parents.

This policy should be read in conjunction with the following -

Special Educational Needs Policy  
Inclusion Policy

Produced	September 2018
Review Date	July 2020
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## Gifted and Talented Policy

### 1. Introduction

- 1.1 At Brooklands School we believe that all children are entitled to an education that will enable them to develop their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social. We also believe that children should also be able to live and develop as well-adjusted, autonomous and valued members of society. This is in line with the DfEE guidelines that “Gifted and Talented pupils are those pupils who achieve, or have the ability to achieve, at a level significantly in advance of the average of their year group”. Brooklands School normally expects to identify between 5 and 10% of each year group as Gifted or Talented although this will vary from year to year.
- 1.2 All children have particular and individual needs, which must be met if these goals are to be achieved. Therefore it is important that, as far as possible, the education of every child should be individually planned. In the wide spectrum of individual needs, some students - Gifted and Talented - are more able in some activities. It is our responsibility as educators to identify these Gifted and Talented students and to ensure effective provision in order to ensure that their potential is realised and fulfilled. Effective practice for Gifted and Talented learners is invariably good practice for all.
- 1.3 These principles are supported by the strong emphasis that Ofsted places on the achievement and personal development of each student, reflected in the title of the inspection schedule ‘Every Child Matters – Framework for the Inspection of Schools’. The Ofsted Framework challenges schools to ensure that teaching and learning meet the needs of the full range of learners, that the curriculum meets the needs, aspirations and capabilities of all learners and that the school seeks and acts on the views of all groups of its students. A school cannot be inclusive and effective if it does not provide appropriately for its Gifted and Talented learners.
- 1.4 Brooklands School is committed to providing an interesting and challenging curriculum for all its students. In addition we will provide opportunities to identify and in turn nurture those who are identified as ‘Gifted and / or Talented or who display any other exceptional talents and abilities.
- 1.5 All students have an right and entitlement to the following: -
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- Staff commitment to develop their full potential at all times.
  - Lessons, which stimulate, interest, challenge, inform, excite and encourage through partnership and dialogue with teachers and other pupils and active participation in the lesson.
  - Courses that lead to examinations and accreditation.
  - Skilled, well-prepared and informed teachers who have a perspective and understanding of whole-school needs, problems and policies, especially those which concern issues relating to those students identified as Gifted and/or Talented.
  - An entitlement beyond subject teaching, including preparation for adult life. This should include extra curricular activity, personal and social education and counselling.

1.6 This policy is supplemented by a range of practical guidance covering such areas as the identification of special ability, teaching and learning strategies, and the different leadership roles associated with Gifted and Talented provision. Brooklands School employs a variety of teaching and learning strategies and continues to review schemes of work to ensure that they are sufficiently challenging for the more able students. We use a range of systems to track students' progress to take account of social and pastoral concerns as well as academic progress.

## 2. Definition of Gifted and /or Talented Students.

2.1 Gifted and/or Talented students are those who achieve, or have the capacity to achieve, significantly above average for a students in their year group at their school. In defining what is meant by the term 'Gifted and Talented', Brooklands School has adopted the following DfES definition -

- **Gifted** students are '*individuals with a high ability or potential in one or more academic subjects.*
- **Talented** students are individuals with '*high ability or potential in expressive or creative arts or sports.*'
- **All rounders**' are individuals who are '*both Gifted and Talented.*'

2.2 DfES guidance also suggests the following categories, Section A includes Gifted students while sections B to E students who are Talented.

A. Intellectual (English, Mathematics, Science)

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- B. Artistic and creative (art and design, music , drama)
  - C. Practical (design and technology, mechanical ingenuity)
  - D. Physical (PE, sports, dance)
  - E. Social (personal and interpersonal, leadership qualities)

2.3 The above list which is based on Gardener's seven intelligences is, of course, not exhaustive and students may display exceptional abilities in a wide number of areas.

### 3. Aims and Objectives.

3.1 This policy aims to -

- create a robust strategy that effectively identifies approximately 10% of students as Gifted and Talented and which reflects the cultural and ethnic diversity of our community
- provide all learners with an education matched to their individual learning needs.
- encourage in our school an ethos that ensures that we focus on effective teaching and learning.
- develop depth and breadth of opportunity which recognises the specific social and emotional needs of Gifted and Talented students.
- provide an environment for the development of the whole child: intellectual, spiritual, moral, aesthetic, physical, personal and social; with opportunities to develop specific skills and talents.
- To promote and encourage -
  - i. recognition / identification of more able students;
  - ii. appropriate assessment of ability and monitoring;
  - iii. appropriate assessment of pupil requirements;
  - iv. innovative teaching strategies;
  - v. incorporation of detailed differentiation in schemes of work;
  - vi. programmes of enrichment activities;
  - vii. parental support.

### 4. Identification and Assessment.

4.1 The Gifted and Talented are a diverse group and their range of attainment will be varied. Some do well in

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statutory national curriculum tests, world-class tests or national qualifications. However, being Gifted and Talented covers much more than the ability to succeed in tests and examinations.

4.2 Our group of students will show one or more of -

- A specific aptitude for a curriculum subject.
- A specific aptitude within one area of a subject.
- Outstanding verbal ability.
- High-level practical skills.
- Leadership qualities.
- Team working abilities.
- Physical ability.
- General intellectual ability.
- Intellectual curiosity.
- Initiative / originality.
- An ability to memorise swiftly.
- Quick and fluid reasoning or learning.
- A capacity for creative thought.
- Artistic ability.
- Social emotional or spiritual qualities.

[QCA (2000); H Gardner (1993); D Eyre (1993) etc.]

4.3 No one method of identification can be entirely accurate and Brooklands uses a range of strategies for identification. Together these allow meaningful identification of an appropriate cohort -

- Quantitative test data: this can include CATS, SATs, QCA, etc.
  - Qualitative information: this includes:-
    - i. Teacher recognition: data from conversations, marking and monitoring, classroom observation.
    - ii. Parental or peer nomination.
    - iii. Information from feeder schools and outside agencies, predicted progress between key stages, analysis of progress.
  - External factors such as the nature of support from parents/carers and the experiences at home have a major impact on the development of a students' abilities, as do the opportunities that are
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afforded to the student at school. See Appendix One 'A Checklist to Aid the Identification of Gifted and Talented Students.'

## 5. Difficulties in Identification.

- 5.1 It is important to recognise that not all Gifted and Talented learners are obvious achievers. Many actually underachieve -- their potential is masked by factors such as frustration, low self-esteem, lack of challenge, or low teacher/parent expectations. Students from homes where English is an additional language may struggle to express themselves in school. Others underachieve because they have learning disabilities that obscure or eclipse their gifts or talents. This is known as dual exceptionality. To enable these students to fulfil their potential, it is vital to give everyone the opportunity to excel.

## 6. The Gifted and Talented Register.

- 6.1 Students who have been identified by a teacher as being Gifted and Talented are entered onto the Gifted and Talented register which is held centrally on an electronic data base (SIMS). A copy of the register is provided to all classroom based teaching and support staff which indicates the Gifted and Talented category identified (See Appendix Two).
- 6.2 The parent /carer of a student identified as Gifted and Talented is contacted before the students name is entered onto the Gifted and Talented register. The register is reviewed termly and all class based teaching and support staff are consulted in order to ensure that each student is achieving and progressing in line with their set targets. If these a student s not reaching their full potential, or has exceeded expectations then targets will be amended or new targets set.

## 7. Teaching and Learning.

- 7.1 At the heart of the provision for Gifted and Talented students will be what happens in the classroom, in every lesson, on every day. This is the direct responsibility of every teacher. Classrooms should be places where learners are inspired, encouraged and challenged to question, speculate and hypothesise. Teachers will acknowledge students 'different learning styles' by aiming to include visual, auditory and kinaesthetic activities in every lesson. The challenge for teachers is to make every lesson motivating and
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engaging, and to ensure that every child is stretched.

7.2 When planning and delivering lessons teachers will consider how the needs of Gifted and Talented students might be met through:

- Open ended activities and investigation
- Ambitious expectation
- Enrichment
- Extension
- Student mentoring

7.2 Schemes of work and planning should provide learning programmes and resources to cater for the needs of Gifted and Talented pupils. Our school will provide a curriculum and learning experience that is broad balanced and available to all learners and, in addition to formal lessons, this will include -

- A range of extra-curricular activities that enable all learners to develop their particular talents, e.g. sport, music, art, ICT and school visits.
- Access to centrally provided activities e.g. Master Classes, Children's University, NAGTY membership.
- Managing whole school resources e.g. library, ICT, art to allow learners to follow and develop particular interests.
- Additional curriculum provision in different subjects.

## 8. Roles and Responsibilities.

8.1 **It is the responsibility of the school is to -**

- identify Gifted and Talented learners in consultation with parents/carers, pupils and other agencies;
- to maintain a register of these pupils and to establish an ethos and provision through which exceptional ability in all its forms is recognised, valued and celebrated.
- ensure that higher level targets are set at each stage [including exceptional performance targets] to ensure that the needs of Gifted and Talented pupils are met.

8.2 **It the responsibility of Governors** and specifically the responsibility of the SEN governor in their role as

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as critical friends to -

- have a special responsibility for ensuring that the needs of all students are met,
- set the strategy within which the policy is shaped and ensure that its implementation is monitored and evaluated.

8.3 The school helps governors by regularly providing data on the progress of Gifted and Talented learners and involving them fully in policy-making and review. The governing body has appointed a named governor for Gifted and Talented who shall liaise with the schools' Director of Student Support to develop and monitor provision.

8.4 **The Headteacher and Senior Leaders are responsible for ensuring that -**

- the curriculum meets the needs of individual learners, including those who are Gifted and Talented;
- sufficient resources, support, training and status are provided to the Gifted and Talented coordinator;
- there is a whole school commitment to, and support for, Gifted and Talented learners;
- there is a school policy for Gifted and Talented that provides a clear framework for curriculum policies or guidelines;
- that the register of Gifted and Talented students is updated in line with the requirements of the student Level Annual School Census (PLASC) form.

8.5 **The Role of the Gifted and Talented Coordinator (Director of Student Support)** is to support and challenge colleagues to meet these needs within particular classes and subjects and to promote good practice within the school. Our co-ordinator is well supported by the school's senior leaders, has the authority to move things forward throughout the school and is given time for their work as Gifted and Talented coordinator.

8.6 The Gifted and Talented co-ordinator will -

- Act as the 'Champion' of able and Talented students by creating and sustaining positive attitudes towards them, establishing a shared understanding of their academic, social and emotional needs and ensuring that all able students receive the right blend of challenge and support.
  - Lead the development, implementation, monitoring and evaluation of the school's policy for Gifted and Talented students, linking it with any related legislation and best practice guidance.
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- Ensure that identification procedures are in place and are understood and implemented consistently by all staff throughout the school. In our school students are identified in individual subjects.
  - Ensure that registers of Gifted and Talented students are completed, maintained and made available to staff as appropriate.
  - Co-ordinate provision for Gifted and Talented students within the school including the monitoring of planning and schemes of work in relation to Gifted and Talented.
  - Identify and promote teaching and learning opportunities within and across the curriculum and support colleagues in devising explicit activities including enrichment activities.
  - Research and identify appropriate resources for Gifted and Talented students and advise and/or offer staff appropriate in-service opportunities regarding their use.
  - Identify and analyse the ways in which study support and enrichment activities build upon and interweave with mainstream school provision.
  - Be prepared to share identified good practice across the school and Learning Communities.
  - Work with Learning Mentors, or other appropriate school personnel, to address the needs of underachieving and/or disadvantaged pupils who have been referred.
  - Ensure that records are kept up to date and are passed on to receiving (new) schools.
  - Monitor and evaluate the performance of the Gifted and Talented cohort, including analysis of data, and devise strategies to address issues identified.
  - Maintain and develop staff awareness of Gifted and Talented issues, identify development needs and seek appropriate training opportunities.
  - Maintain their own professional awareness and development of current issues relating to Gifted and Talented education including attendance at national and local training for school co-coordinators.
  - Keep all interested parties, including parents, staff and the Governing Body (through the link governor for Gifted & Talented) informed of relevant activities and initiatives.
  - Meet and work with all other co-coordinators, within the Learning Community and where appropriate the LA, to develop and implement a support programme for all schools, reporting progress on a regular basis.
  - Work with Gifted & Talented Co-coordinators across all Learning Communities to promote complementary study programmes, including joint projects and out of hours extension and enrichment opportunities.
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8.7 **The role of Curriculum Directors is to -**

- ensure that good provision is made for Gifted and Talented students through their support and monitoring of teachers' planning, schemes of work and the performance of students.

8.8 **The Class / Subject teacher is** key to school's provision for Gifted and Talented students. Class / subject teachers cultivate effective learning environments by:

- providing suitably challenging activities and questions to extend the core learning tasks;
- encouraging pupils to take risks, to play with ideas and to regard all answers, whether right or wrong, as productive opportunities for learning;
- consulting with Gifted and Talented students on their preferred learning styles and planning for these;
- providing rigorous and constructive feedback to students on their work;
- looking for opportunities to widen the scope of learning activities beyond the school and the classroom.

8.9 **The role of the students is** to become involved and articulate what helps them to be effective learners. They are given opportunities to -

- develop the language to discuss the process of their learning;
- raise their awareness of their own preferred learning styles;
- participate in setting targets for learning including how they will evaluate the outcomes.

These approaches enable students to develop strategies for working successfully.

8.10 **The role of parents / carers** once notified that their child has been identified as Gifted and Talented are advised about the provision made for their child's educational needs. Since many parents find it helpful to meet with other parents who have Gifted and/or Talented children, we facilitate this by offering meeting space within school. Other resources and advice are available to support parents from a variety of web sites.

8.11 We also actively encourage parents to inform the school of their child's specific accomplishments and

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skills achieved outside school, so that we can recognise and build on these strengths within the curriculum.

8.12 It may arise that a child is identified in the top 5–10% in a school but, on transfer to a different school, no longer falls into that band of ability and is, therefore, no longer on the school's Gifted and Talented register. However, differentiated classroom experiences are part of every-day teaching and extra-curricular activities are rarely restricted to members of a Gifted and Talented register.

## 9. Monitoring and Evaluation.

Our school Policy for Gifted and Talented students is reviewed annually by the Headteacher , Deputy Headteacher, and the Director of Student Support to ensure that our students are realising their capabilities. Essential components of our monitoring include -

- The use being made of assessment data to provide appropriate learning for Gifted & Talented students.
  - Regular review of the progress of the Gifted and Talented cohort.
  - The effectiveness of pupil tracking and interviews.
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## Appendix One

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## Checklist of Gifted and Talented Students

Name	.....			
Class	.....			
Date	.....			
Name of Staff Member	.....			
Category	Average	Good	Very Good	Exceptional
Literacy - fluent speaker				
Literacy - wide vocabulary				
Literacy - fluent reader				
Writing				
Numeracy - mental maths				
Numeracy - problem solving				
Artistic and creative				
Practical				
Physical				
Motor Skills - fine				
Motor Skills - gross				
Social Skills				
Other				

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## Appendix Two

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