



GIFTED AND TALENTED POLICY v1.4

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Aims / Philosophy

The following line in the Ethos and Aims of the School applies to all pupils at Town Close including the Gifted & Talented – 'That every pupil maximises his/her potential'. In many ways, therefore, planning for the Gifted & Talented is no different from planning for all pupils at the School; they all need planning for so that they can maximise their potential. However, the Gifted & Talented do need special consideration because their needs are often outside those catered for in general planning of the curriculum.

Definition

Multiple attempts have been tried over the years at defining just what constitutes Gifted & Talented, as well as numerous definitions of what is meant by the separate terms 'Gifted' and 'Talented'. At Town Close we use these practical and simple definitions:

- G&T pupils at Town Close are those requiring provision outside the normal curriculum.
- Gifted pupils are those who require this sort of provision in a wide range of (probably written academic) subjects.
- Talented pupils are those who require this sort of provision in specific areas (probably sport, music, art etc.)

Identification

- Formative assessment – skilled teachers use a combination of knowledge, experience and instinct to recognise when a pupil's output or responses are far above the norm for their age.

- Standardised tests – consistent scores off the scale or very near the top of the scale indicate the potential for giftedness.
- Summative assessment – outstanding test results.
- Pupils with a CAT4 score of 130 or above in one or more areas indicates that they are likely to be gifted.

Some of our pupils are too young for formal tests and it is certainly possible that a Gifted pupil might not present as outstanding in all four of these areas. It is also possible that combinations of other factors (their behaviours for learning or undiagnosed special educational needs or disabilities, for instance) might combine to disrupt identification. This recognition only serves to emphasise the pre-eminence of formative assessment in the above list.

Recording

We do not formally identify individual pupils as being Gifted or Talented on an official register. All teachers are expected to take note of the identification criteria above and to plan provision opportunities, which enable the Gifted & Talented to 'maximise their potential' (see below).

Provision

A broad and balanced curriculum enables pupils to have the widest opportunity to discover where their talents lie. In addition, the co-curricular programme includes opportunities for Gifted and Talented pupils to excel both within the School environment and in wider local and national settings. Gifted or Talented pupils have the opportunity to excel by:

- Learning a musical instrument, taking Associated Board Grade Level exams, participating in graduated music groups, orchestras and ensembles, performing to audiences and, sometimes, taking part in festivals with other groups and schools where certificates of merit are awarded.
- Sport – Opportunities to represent the School in regular fixtures in a variety of sports, including in local and national competitions. Encouragement, and sometimes arranging, for pupils to attempt to gain representation at local or national level. Encouragement and suggestions of appropriate outside clubs for pupils to join in order to further talent.
- Drama – Regular school productions in which talented pupils can take main parts and excel.
- Entering curricular and co-curricular competitions – These include: SATIPS national general knowledge quiz, other quiz competitions with other schools, art competitions, maths and science competitions against other schools, SUMDOG national maths competitions, national short story competitions, Goblin Go-Kart and F24 race competitions.

- Opportunities for pupils to take on extra responsibility such as: prefects, house captains, library monitors, Year 7 pre prep lunchtime supervision, digital leaders, school council and eco committee representatives.

In general, in lesson planning it is essential to plan provision that meets the needs of all learners, including for the Gifted & Talented – this is outlined in the School's Teaching and Learning Policy. The sorts of activities and strategies which might be particularly relevant to the Gifted & Talented, and which are employed at Town Close, include:

- Problem solving and reasoning challenges
- Open ended questioning in lessons
- Online learning journals and topic books
- Using pupils as peer tutors or challenging pupils to 'teach the teacher'
- Differentiated task menus including differentiated homework options
- Puzzles, games, crosswords etc.
- Investigative work, including 'low entry-high ceiling' tasks
- Activities which target higher order thinking skills including the use of frameworks such as Bloom's Taxonomy (analysis, synthesis, creativity) and Solo Taxonomy (relational and extended abstract)
- Effective deployment of TAs
- Debating
- Senior school scholarship level questions and extra individual teacher input for those actually sitting senior school scholarships
- Use of specialist music rooms in free time for those who are recipients of music awards
- Use of resources specifically produced for G & T pupils
- Research and long term projects
- Sharing relevant resources across year groups
- Grouping by attainment

Monitoring

- The Director of Studies, Heads of Department and class teachers will monitor formal summative assessments for evidence of Gifted & Talented pupils, including, in individual cases, mismatches between indicated attainment and actual performance. Relevant findings will be shared with staff.
- The Director of Studies, Heads of Department and class teachers will track progress of the higher attaining pupils in the School through formal academic test results.
- Evidence in lesson observations of provision for higher attaining pupils.
- Heads of Department will monitor schemes of work for evidence of opportunities for provision for higher attaining pupils and, where appropriate,

record achievements in non-academic subjects or achievements outside of the normal curriculum.

- Evidence in work monitoring of achievement of higher attaining pupils.

Last reviewed January 2024

Next review January 2026