



PRESTON MUSLIM GIRLS
— HIGH SCHOOL —

Education with Patience Modesty Gratitude Humility Sincerity

GIFTED AND TALENTED POLICY

RATIFIED BY THE FULL GB – October 2014

REVIEW DATE – September 2015



for Gifted and Talented Pupils

the key areas of our provision for Able and Talented pupils

At PMGHS we are fully committed to personalising the learning of all pupils and ensuring equality of opportunity for all. We believe that every student, whatever their ability, has the right to be challenged and so encouraged to develop to their full potential through social, emotional, physical and spiritual guidance.

The school wishes to encourage a growth mind- set for all and, as such, would not wish to create a culture of elitism for the highest attainers. Nevertheless, we recognise the need to identify and respond to the requirements of those students with exceptional ability, and intend to use the DfE definition as our guide.

Gifted = Top 5-10% of pupils within school as measured by actual or potential achievement across all subjects

Talented = Top 5-10% of pupils per school as measured by actual or potential achievement across all subjects

- The DfE defines gifted pupils as “Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with potential to develop those abilities).”
- Gifted students are generally those who show a high level of skill in more than one subject, with ability higher than those of their age and usually in academic subjects.
- A Talented student will display a high level of skills, or has the potential to achieve at a high standard, in more creative or physical

subjects such as Music, Art, and P.E. or in any sport or other creative art.

- Students, who are Gifted and Talented, are those who display a range of high level skills in both academic and creative subjects.

Aims:

- To provide all students with learning opportunities which will enable them to fulfil their potential and achieve at the highest level.
- To broaden learning experiences, giving students the opportunity to explore subjects, ideas, and themes in more depth.
- To help motivate Gifted and Talented students, in particular those who are underachieving.
- Through the G+T Team, to work with and support all staff in identifying and meeting the needs of our Gifted and Talented students.

Gifted:

- Gifted pupils are identified in the first instance with reference to data.
- Based on the CATS scores taken by all Year 7 students. A standardised age score from a battery of the tests (Verbal Reasoning, Non-Verbal Reasoning, or Quantitative Reasoning) will result in their inclusion on the register.
- Key Stage 3 SATS grades or equivalent end of key stage assessments. Those students who achieve Level 7/8 in mathematics or Level 7 in English (reading and writing) or science or a level 7/8 through teacher assessment in another subject at the end of year 9.
- GCSE assessment grades
- Subject teachers are also invited to use their professional judgement to identify gifted students and pass their names on to the HOF.

Talented:

- Talented pupils are identified through teacher feedback and assessment, based on subject specific criteria.
- Involvement and success in teams, bands, clubs, competitions, etc. are important elements of the identification process.

How to identify pupils as GandT:

New Year 7

KS3 coordinator will collaborate with primary feeders and parents to identify a cohort of pupils applicable for Gifted and Talented. The Gifted and Talented coordinator will use this information to begin developing a spread sheet identifying new pupils for all staff.

Years 8-11

At the beginning of the year faculties will identify pupils who demonstrate

Gifted or Talented qualities in their subjects. Reasons for identification will be either subject specific or skill based. This information will be passed on the Gifted and Talented coordinator who will develop/update the GandT spread sheet and make available to all staff for identification in planning. Parental letters will be sent home to all Gifted and Talented pupils.

Staff Development:

Gifted and talented provision is most effective when it is embedded in normal school practices. An effective way of doing this is to integrate it with the school's on-going teaching and learning developments, such as the National Secondary Strategy, Assessment for Learning, target setting, personalisation, or specific curriculum development initiatives. This allows staff to understand and engage with it in context and avoids the risk of 'initiative fatigue'.

It is important to establish open communication and consultation with teaching staff from an early stage. This is professionally courteous, helps to ensure that staff do not see gifted and talented developments as being foisted on them, and allows the wealth of existing staff experience and good practice to be shared. Leading teachers and senior management teams may decide on a whole staff development event to ensure all faculties have provisions within SOW to stretch our G and T pupils.

Practice:

The provision for Gifted and Talented students is the responsibility of all teaching staff and support staff.

Senior Leadership

- Work with all staff to achieve and create an environment where success, aspiration and achievement are values and a priority.
- Ensure pedagogy across the school allows all pupils to achieve to the best of their ability.
- Aim to ensure sufficient funding is made available to support Gifted and Talented activity.
- Work with the Lead Teacher, enabling new opportunities to be explored and developed to challenge students outside of the class room.
- To monitor Gifted and Talented student achievement and progress, alongside subject teachers as part of whole-school evaluation.

Gifted and Talented Team

- Maintain and up to date register of Gifted and Talented pupils.
- Work alongside subject teachers to successfully identify students within specific subject areas.
- Monitor Gifted and Talented pupils and ensure effective and consistent tracking across the school in partnership with subject and pastoral leaders.
- Develop strategies for improvement of Gifted and Talented provision, working with teaching staff in consultation with the Head Teacher, SLT, and Governors.

- Work with Department representatives and subject leaders to ensure that teaching across the curriculum meets the needs of the Gifted and Talented and best practice is shared across the school.
- Provide a link between Gifted and Talented pupils and outside agencies to enrich their educational experience.
- Communicate with parents, staff and governors on the provisions being made for Gifted and Talented pupils.
- Develop and introduce opportunities for learning outside of the classroom through workshops, activities and visits.
- Maintain and develop the school's Gifted and Talented policy.

Success Criteria

Success criteria will be agreed and shared with teaching and non-teaching staff and governors. Success criteria will include access to the National Curriculum, progress in students learning, effective use of resources and careful budget planning. The effectiveness of the school's SEN Policy and provision is reviewed and evaluated annually using the school's review and evaluation process.

Duties of the Governing Body

The Governing body is aware of its duties and responsibilities under the Code of Practice, and is informed about the relevant issues at Governors meetings. This policy is a working document, and as such, will be regularly reviewed and updated as appropriate.

Parental involvement

PMGHS has found the most purposeful means of communication is by meeting with parents and through direct telephone contact. Parents are contacted as a matter of course if their child has been identified as gifted and talented and will be kept up to date on their progress via regular reporting systems.

It is important that Gifted and Talented education and provision is seen as a whole school development priority which all staff are aware of and are actively contributing to. Through staff liaison and the sharing of good practice at all levels the processes and strategies that we adopt to meet the needs of our Gifted and Talented community will benefit all.

Policy and Strategies

Before lessons

PRACTICE at PMGHS we	JUSTIFICATION: We do this because
1. Develop reliable methods for	1. Teachers have a responsibility to

identifying Able and Talented Pupils	recognise the individual needs of all students
2. Clearly record which pupils are identified as Able and Talented pupils in mark books, registers and on seating plans.	2. Lessons are most effective when planning takes into consideration the full range of learners.
3. Display outstanding work in classrooms and on corridors.	3. Even our most disaffected students will be more motivated if they can see tangible evidence of success and that what teachers are asking them to do is actually achievable.
4. Plan Learning Outcomes that reflect what the pupils can achieve by the end of a lesson and show whether they have been successful in achieving the Learning Objectives. For example, Good, Better, Best	4. Lessons are more likely to be successful if they are planned so that all pupils can achieve a task at varying
5. Plan questions, which will help pupils to make progress and require them to utilize higher order thinking skills.	5. Research by 'Bloom' shows that questions can be placed in a hierarchical sequence, from knowledge (the least complex) to evaluation (the most complex and the one that demands higher- order thinking). Obviously, for our more able pupils we must move toward questions that place a greater emphasis on
6. Develop teaching styles and resources for pupils working at the highest levels at	6. We must increasingly challenge our Gifted and Talented pupils in the

During Lessons

PRACTICE: at PMGHS we: -	JUSTIFICATION: We do this because:-
7. Share the Learning Outcomes with pupils at the start of the lesson in language that is accessible to	7. Learning Outcomes will provide both the teacher and pupils with an indication of what has been achieved in the
8. Differentiate these Learning Outcomes to reflect the range of pupils within a group and provide scope for able pupils to achieve a	8. Pupils within the same class will be working at different levels or grades (some higher levels than others) and therefore required to focus on different, more complex skills within a
9. Carry out AFI in relation to	9. We need to ensure a consistent

<p>objectives, outcomes and feedback given to pupils</p>	<p>approach across the school to ensure all pupils receive the same quality of provision</p>
<p>10 Use questioning techniques to assess progress and ensure able pupils are challenged and utilize higher thinking skills</p>	<p>10 Questioning in lessons can be the quickest way of assessing progress. Also, more able pupils enjoy answering questions and also posing questions themselves.</p>
<p>11 Provide appropriate extension activities that challenge able and extend their learning</p>	<p>11 Outstanding lessons are those lessons where all learners are continually engaged and not simply 'kettled' or more of the same.</p>
<p>12 Differentiated homework is set to provide more challenging activities/tasks for more able pupils</p>	<p>12 This will ensure able pupils are challenged at home as well as in</p>
<p>13 Develop a culture and classroom ethos that actively encourages able pupils to be 'independent thinkers' solve problems using their own unique ideas and original thought processes.</p>	<p>13 Gifted and Talented pupils enjoy lessons the most when they are stimulated and not simply 'spoon fed'</p>
<p>15 Use a variety of teaching and learning activities in the classroom such as Khan structures</p>	<p>15 Research shows that able pupils enjoy lessons more and learn more effectively in lessons that are varied and stimulating.</p>
<p>16 Use a number of strategies for example 'Pupil Teachers' to extend and challenge more able pupils</p>	<p>16 Outstanding lessons are those lessons where learners are given 'ownership' of their own learning and not simply 'kettled' or offered more of the same</p>

After Lessons

PRACTICE at PMGHS we:-	.JUSTIFICATION: We do this because:-
17 Monitor the work of Gifted Talented pupils using a range monitoring methods	17 Gifted and Talented pupils need quick feedback in order the able to identify their strengths and areas for development
18 Monitor the work of all pupils nominate any pupil who has exceptional work to the G and coordinato	18 This will ensure that the Gifted Talented register is kept up to date and ensure every pupil a right to be recognized as having a particular skill or ability
19 Report details of Gifted Talente pupils who ar underachieving to the G and T coordinator	19 Strategies will be put in place to work out why that pupil is underachieving and provide a
20 Assess work and put strategies nlace for pupils who are 'coasting' through lessons but could potentially be capable of more	20 We have a duty to recognize the needs of all students and recognize what they could potentially achieve with the right intervention

Outside the classroom

PRACTICE: at PMGHS we: -	JUSTIFICATION: We do this because:-
21. Gifted and Talented provision forms part of the induction for NQT's and newly appointed staff.	21. We need to ensure a consistent approach to our provision for able and talented pupils.
22. Provide professional development opportunities for teachers and support	22. It is important that all staff are kept fully updated with new ideas and strategies for Gifted and Talented
23. Encourage a dialogue between parents, staff and pupils in respect of pupil's talents, abilities and	23. We need to effectively communicate with all involved in a child's life to ensure consistency.
24. Share best practice across the school and forge links with others schools.	24. To ensure consistency and routine, to support our colleagues and help our pupils interact with pupils from other schools.
25. Provide a supportive, academic, social, emotional and pastoral system, which suits the needs of Gifted and	25. Gifted and Talented pupils must realize that their learning goes beyond the classroom.
27. School and Departmental Development Plans include Gifted and Talented Provision.	27. It is crucial to develop strategies across the whole school so that Gifted and Talented pupils are catered for in
28. Appropriate extension activities are included within departmental schemes of learning.	28. Again it is crucial to develop strategies across the whole school so that Gifted and Talented pupils are
29. Provide extra-curricular activities to broaden study beyond the National Curriculum.	29. A key part of our provision for Gifted and Talented pupils is not only to extend their learning but also to provide opportunities for enrichment.
31. Run joint projects with local cluster Schools to develop teaching	31. This will allow us to share good practice between schools and extend professional development.
33. Develop links with F.E./ H.E. establishments.	33. It is important to promote the virtues of university education beyond UCLAN
34. Develop our Enterprise and business interests within the school.	34. Enterprise and Entrepreneurship has a resonance for Gifted and Talented pupils that can inspire and motivate them right across the curriculum.
35. Parents are actively encouraged to be involved in the identification	35. Parents see the pupils more than Teachers and in different circumstances.