



Chestnut Grove Academy

'A CREATIVE LEARNING COMMUNITY'

Gifted and Talented Policy

Created by: Gavin Bedford

Date reviewed: July 2021

Agreed by: Teaching, Learning and Assessment sub-committee of the
Local Academy Committee



1. Statement of Principle

At Chestnut Grove Academy, we are committed to providing an environment which encourages all students to maximise their potential. The Gifted and Talented Policy is aimed specifically at those students identified as Gifted and Talented, however, it is intended to be inclusive and is aimed at raising achievement throughout Chestnut Grove. Provision for Gifted and Talented students is the responsibility of all members of staff.

2. Equal Opportunities

Under the Equality Act in 2010, Chestnut Grove acknowledges our legal duty to make “reasonable adjustments” to practice and policy for all students.

We believe that the opportunities available for Gifted and Talented students are not exclusive, but *inclusive* for all students with the desire and potential to achieve. We also believe that the Gifted and Talented cohort should be a true representative of our student population, and therefore strive to have all groups of students represented within the cohort, I.E. gender, disadvantaged students, looked after students, different ethnicities, SEN and EAL.

3. Aims

- To promote the PROUD values of Chestnut Grove Academy.
- To ensure that the Academy’s curriculum intent to “prepare our students to succeed at university, thrive in employment and lead fulfilling lives” can be manifested for our most able students.
- To raise the aspirations and life chances of all students, celebrating diversity and individual talents.
- To provide opportunities for individual students, both within and beyond the classroom to demonstrate their full potential.
- To consistently apply the identification criteria across ages and recognise the range of different ways in which ability can be demonstrated.
- To involve and encourage parents and carers in supporting the needs of their children, both within and beyond school.

As a result of the Gifted and Talented Programme, we aim to produce:

- Flexible, confident and resilient learners, able to articulate their opinions verbally and in written form
- Students able to perform well, beyond their comfort zone.
- Students able to progress, make connections and take responsibility for their own learning.
- Students who are able to learn independently.
- Students with high levels of self-awareness, feeling safe to take risks and accept a challenge.

4. Definition and Identification

4.1) Definition

At Chestnut Grove, there are students with a range of abilities. Gifted & Talented is the term applied to those students who are achieving or who have *the potential to achieve* at a level significantly higher than the rest of their peer group. These students will demonstrate consistent excellence: a passionate and intelligent curiosity for learning; can use a range of learning strategies; are able to produce original and creative responses to common problems or a new challenge.

The terms “Gifted” and “Talented” broadly refer to different types of abilities:

“Gifted students are those with the highest academic capacity as identified through CAT4 tests”

“Talented” students are those with the ability to excel in at least one discipline

The above definition could be mistaken as fixed and exclusive: it is not. At Chestnut Grove we recognise that ability may occur in certain people at certain times under certain conditions. It is the responsibility of all staff to identify hidden gifts and talents and support students in their development (Appendix 1).

4.2) Identification

Gifted students are identified as being in the top 5% of students within their year group for mean CAT4 scores.

Talented students are identified by teachers and Heads of Departments as having particular ability or potential to achieve in their subjects. Students in our subject specialist cohort are automatically enrolled as “talented” in art or languages. Other subjects will select their “subject stars” by November of each year.

To recognise students who develop at different rates to others, the identification of students with gifts and talents is a continuous process. These students may have excellence recognised through a balance of different approaches (Appendix 1):

- Subject area nominations
- Assessment results
- SENCo nominations
- Gifted and Talents Coordinator nominations
- Parental consultation

5. Provision

1. Organisation of Provision

i. Governors

- To monitor the implementation of the Gifted & Talented policy.
- To receive an annual report on the achievement of the Year 11 Gifted & Talented students.

ii. Senior Leadership Team

- To monitor the quality of provision for Gifted & Talented students with expectations that it is always at least good, and frequently outstanding.
- Work with all staff to achieve an environment where success, aspiration, resilience and achievement are core values.
- Ensure pedagogy enables students to achieve to the best of their ability.
- Ensure the Coordinator for Gifted & Talented and all staff are fully trained and equipped to provide top quality outcomes for students. This will include subject specific Continued Professional Development and Learning (CPDL).
- Provide sufficient funding to provide activities for the Gifted & Talented, both within and beyond the curriculum.

iii. Assistant Headteacher for Gifted and Talented

- Maintain and develop the Gifted & Talented policy.
- Responsible for compiling, monitoring and reviewing the centralised register of Gifted and Talented students.
- Work with Teaching & Learning team to ensure necessary CPDL is given to teaching staff to ensure they can effectively meet the needs of their students.
- Provide support and training for colleagues on planning, assessment and challenge for Gifted & Talented students.
- Work closely with Gifted & Talented coordinators KS3/4 as well as HoDs within each department to ensure Gifted and Talented students are challenged and actively engaged in lessons, supporting them in “mastery”, and engaging with opportunities beyond the curriculum.
- Work with class teachers to ensure personalised intervention is in place for underachieving Gifted & Talented students. Interventions should be focused on particular areas to improve within the subject and last over a short time period I.E. three short sessions on meiosis to support students who underachieved in the most recent assessment.
- Communicate with parents, staff and governors on the provisions being made for Gifted & Talented students, through updates, the bulletin, briefings etc.
- Advise parents on how to support their Gifted & Talented child.
- Coordinate the mentoring system for Gifted & Talented students, to ensure their personal, pastoral and academic needs are met.

- Ensure that mentoring of disadvantaged (FSM) students takes place to ensure they access the provision they need.

iv. Heads of Department

- Monitor, evaluate and review the quality of provision for Gifted & Talented students as part of standard procedure during learning walks and termly monitoring.
- Focus on improving the quality of provision for Gifted & Talented students to ensure excellence is championed. Explicitly plan for these improvements in Department Action Plans and Raising Achievement Plans.
- Ensure Schemes of Work across all Key Stages are of a high quality and explicitly demonstrate how to support Gifted & Talented students.
- Ensure gaps in achievement and progress between these students and other groups are identified. To put strategies in place that enables all students to make appropriate progress.
- Work with Teaching & Learning team to ensure necessary CPDL is given to their team to ensure teachers can effectively meet the needs of their students
- Maintain an up-to-date register of Exceptional Subject Performers (Subject Stars).
- Raise profile of Gifted & Talented students and Exceptional Subject Performers (Subject Stars), ensure all staff can identify them.
- Coordinate and support the identification of Gifted & Talented students and Exceptional Subject Performers (Subject Stars).
- Work with class teachers to coordinate provision for Gifted & Talented students beyond the curriculum.
- Liaise with Gifted & Talented Coordinator for Gifted & Talented students on behalf of their subject area.
- Share the good practice of colleagues in the teaching of Gifted & Talented in their department, focus on developing the higher level thinking skills.
- Work with the Gifted & Talented Coordinator to ensure necessary CPDL is disseminated within teams to ensure staff can effectively meet the needs of their students.

v. Teachers

- Be aware of which students in their teaching groups are Gifted & Talented.
- Be aware of which students in their form groups are Gifted & Talented.
- Identify all Gifted & Talented students on seating plans.
- Plan well-judged and imaginative lessons which stretch and challenge Gifted & Talented students, avoid “more of the same” and strive for higher order thinking skills and mastery learning.
- Provide differentiated activities and appropriate support and resources for the Gifted & Talented students – students should be engaged and challenged at all stages of each lesson.
- Promote high aspirations in all students.

- Be aware of underachieving Gifted & Talented students, putting personalised interventions in place.
- Assist in the identification of Exceptional Subject Performers (Subject Stars).

2. Teaching and Learning in lessons

Chestnut Grove aims to meet the needs of the Gifted & Talented students through planned provision that identifies learning outcomes, challenges and extends the Gifted & Talented students. Through excellent teacher training, staff are equipped to stretch and challenge students in lessons by using appropriate teaching strategies.

All students should aspire to be on or above expected progress from Year 7 to 11, this should then be reflected in their Progress 8 score as a cohort at the end of Year 11. In many cases, Gifted & Talented students may exceed these expectations and it is the role of the classroom teacher in every lesson to ensure that these students are provided for in accordance of with their needs. Gifted & Talented students should be motivated and provided with learning opportunities that go to beyond the level of their attainment. Every class teacher is responsible for enabling Gifted & Talented students to experience a broader curriculum and deeper learning experience.

3. Enrichment Opportunities

Enrichment provides opportunities for expert provision, external visits or enhancement programmes. Enrichment involving all curriculum areas is already highly developed across Chestnut Grove. Trips and specialist days with annual activities outside of lesson time aid this provision.

Gifted & Talented students should also be involved in projects and activities allowing them to work with students across year groups, e.g. extracurricular activities such as Duke of Edinburgh, peer mentoring, assisting with Year 6 induction and open evenings with prospective parents. Please see Appendix 4 for the enrichment opportunities each department runs.

	<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>	<u>Year 10</u>	<u>Year 11</u>	<u>Year 12</u>	<u>Year 13</u>
Talented and other students may also be invited to some events)	Curiosity Club			Classical Civilisations GCSE		Lecture Series	
	Chestnut Challenge			Oxbridge project		Prized Essay Competition	
	Public speaking training and competition with the English Speakers' Union	STEM day	University visit	Jack Petchey speak out challenge	Careers guidance	Involvement in Sixth-form Enrichment Programme	
	G&T Parents forum		G&T Parents forum	English Speaker's Union competition	G&T Parents forum	English Speaker's Union competition	
	UK Mathematics Trust Junior Challenge			UK Mathematics Trust Intermediate Challenge			
	Student voice, in school and through G&T TEAM online						
	Academic and pastoral mentoring and monitoring & Study skills sessions						
	Talented	Subject Specialists (Art and Languages) provision					

	"Subject stars" – provision for students selected as "talented" for all other subjects
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4. Mentoring and Intervention

A mentoring programme, organised by the Assistant Headteacher for G&T, provides pastoral and academic mentoring to gifted students.

Underachieving Gifted & Talented students will be expected to attend personalised interventions set by subject teachers intended to quickly increase attainment and remove barriers to learning. This will be monitored by the tutor or mentor, who can access additional support from the Gifted & Talented Coordinator. Chestnut Grove will make contact with parents and carers who are expected to attend interventions. Any student who is constantly underachieving will be referred to a Curriculum Assistant Head for monitoring.

5. Contact with Parents and Carers

Chestnut Grove will make contact with parents and carers after the initial identification process. Parents and carers will be offered information and advice on how to support their Gifted & Talented children at home.

Chestnut Grove will run a Gifted & Talented parents forums in year 7, 9 and 11, directed by the Assistant Head in charge of G&T. This will provide an opportunity for parents to ask questions and receive guidance on how they can best support their child at home.

Chestnut Grove will also organise external facilitators to support parents in engaging their children in high level learning at home.

2. Monitoring

Heads of Department are accountable for monitoring the quality of provision for Gifted & Talented students in lessons. Each department should outline their methods in their monitoring policy each term and reflect on the effectiveness of the provision to share best practice and ensure consistency within departments.

Gifted & Talented Coordinator to work in conjunction with the Senior Leadership team to ensure the quality of provision for Gifted & Talented students is always at least good, and frequently outstanding. Gifted & Talented focused book looks and learning walks to take place once a term.

3. Budget

The funding for Gifted and Talented is currently £1,000.

4. Equality Impact Assessment

The Gifted and Talented Policy fits in with other school policies in ensuring that Chestnut Grove Academy provides a relevant curriculum which is stimulating to all learners and ensures all students have equal opportunities to achieve their full potential personally, socially and academically.

5. Reviewing the Policy

This Gifted and Talented Policy is to be reviewed every two years to ensure it reflects changes to government policy and remains relevant to the cohort of students at Chestnut Grove Academy.

Policy completed: by G Bedford, July 2021

To be reviewed: July 2022