

Impington Village College

Policy for Gifted and Talented Students

1.0 INTRODUCTION

- 1.1 Impington Village College aspires to provide Gifted and Talented students with an education that allows them to fulfil their potential and prepare for active citizenship in wider society by enabling them to value themselves and others.

Excellence should be encouraged – keep a crackle of excitement so that all students find learning stimulating and challenging.

- 1.2 Our policy applies to all members of staff working in the College.

2.0 PRINCIPLES

- Every young person should have the opportunity to experience success in learning and achieve as high a standard as possible;
- Teachers should set high expectations and provide opportunities for all students to achieve their full potential
- Teachers should work to overcome potential barriers to learning and assessment for individuals and groups of students
- The very able should experience a broad, balanced curriculum throughout their period of schooling which meets all National Curriculum requirements;
- Where additional opportunities are provided to meet the needs of individuals, access should be open to others

3.0 DEFINITIONS

- 3.1 The College has adopted the following definitions:

- (a) Gifted and Talented are ‘those that have one or more abilities developed to a level significantly ahead of their year group’
- (b) Gifted students demonstrate academic ability in one or more subjects of the statutory College curriculum, other than art, drama, music and PE
- (c) Talented students demonstrate ability in art, drama, music, PE or in any sport or creative art
- (d) ‘Able students’ are very able in academic subjects and/ or demonstrate particular abilities in sports, music or the arts

4.0 IDENTIFICATION

- 4.1 The College recognises that Gifted and Talented students are a diverse group and that their range of attainment and skills is varied. The College’s identification strategy is to make use of hard data, as well as qualitative evidence.

- 4.2 Quantitative data will include the results of National Curriculum assessments, public examinations and other available test data such as MidYis and Yellis tests. These include music, art and sporting assessments
- 4.3 Qualitative information will include primary school transition information, teacher assessment and nomination, student observation and the scrutiny of students' work
- 4.4 Each department/Faculty has incorporated a discrete statement into its handbook that includes a checklist of broader or specific characteristics of Gifted and Talented students in its subject area. Faculty Leaders identify students who meet the criteria in the autumn term and pass the information to the Gifted and Talented Lead Teacher
- 4.5 The Gifted and Talented Lead Teacher uses this information to compile the Gifted and Talented Register. This is published annually and distributed to all staff. The register is reviewed and updated every Autumn term.
- 4.6 Parents and carers will be informed by the College when their child has been identified as Gifted and Talented and will receive written confirmation of the support that will be provided.

5.0 PROVISION

- 5.1 Like all learners, Gifted and Talented students need frequent opportunities to apply their skills and understanding, and to develop their knowledge within a secure and flexible learning environment. All students are entitled to access a broad, balanced and relevant curriculum.
- 5.2 The College curriculum provides opportunities for students to experience differentiated work and enrichment activities.
- 5.3 Faculties make provision for Gifted and Talented students through careful planning of activities that recognise that all students benefit from access to a variety of teaching and learning styles. Classroom environments offer appropriate challenge; students are involved in assessing and reflecting on their progress and teacher expectations are high. Excellence is celebrated through encouragement and recognition.
- 5.4 Out of class activities enable students to link their learning to wider applications and different contexts. Faculties offer a variety of extra curricular activities and clubs, opportunities for visits, in school visitors and other events throughout the year. These can be open to all, self-selecting or by invitation. Well

integrated into whole College provision; this is monitored through Faculties. An audit is carried out by Gifted and Talented Lead Teacher annually.

6.0 TRANSFER AND TRANSITION

- 6.1 Effective recording and communication systems will ensure, as far as possible, teachers are aware of the level of achievement and potential of all the students they are going to teach.
- 6.2 Good communication between teachers of different phases and from year to year within the College is essential. Internal transfer of information through the data system between Learning Managers, Faculty Leaders and within departments is necessary.
- 6.3 At the point of secondary transfer it is expected that information should include details of an individual's attainment, preferred learning style, and particular strengths and weaknesses.

7.0 RESOURCES

- 7.1 A designated budget for Gifted and Talented is used to develop our work

8.0 MONITORING AND EVALUATION

- 8.1 The effectiveness and implementation of provision for Gifted and Talented students will be evaluated by the Gifted and Talented Lead Teacher
- 8.2 In addition it is recognised that systematic observation, staff performance management systems, and careful monitoring and tracking of student progress will enable us to be rigorous, plan for improvement and target resources effectively.