

MAYVILLE HIGH SCHOOL
POLICY FOR THE GIFTED AND TALENTED

Aim

We are committed to providing an environment, which encourages all pupils to maximise their potential and this clearly includes pupils who display some form of giftedness. We believe that every individual should have the opportunity to develop and realise their true potential. To ensure that this happens, we aim to provide learning opportunities for our able children that offer challenge, intellectual stimulation and an enriched curriculum. We believe that the able child needs just as much support, guidance and encouragement as the less able. Each pupil has the right to be treated as an individual, and be given the appropriate support socially, emotionally and intellectually.

Mayville has appointed a Gifted and Talented Child Co-ordinator. The Co-ordinator liaises with our Learning Extension Unit to ensure that we identify all gifted and talented pupils within our community at the earliest opportunity and that they receive appropriate acknowledgement and extension. We aim to develop the pupils' specific skills and talents to allow them to function at higher cognitive levels. Most of this will be done within the classroom environment, but not wholly.

Definitions :

A child who is gifted and/or talented is one "who achieves, or has the ability to achieve, at a level significantly in advance of the peer group. This may be in all areas of the curriculum or in a limited range" (Eyre, 1999.)

A gifted pupil is one who is in the top 10-15% of the Mayville pupil population who has the capacity for or demonstrates high levels of performance in an academic area.

A talented pupil is one who is in the top 10-15% of the pupil population with a specific ability in a non-academic area.

- **Physical Talent** sports, games, skilled, dexterity
- **Visual / Performing Abilities** dance, movement, drama
- **Mechanical Ingenuity** construction, object assembly (& disassembly), systematic, working solutions
- **Outstanding Leadership** organiser, outstanding team member, sound judgements
- **Social Awareness** sensitivity, empathy, career
- **Creativity** artistic, musical, linguistic

Identification of the gifted and talented

Before identifying any child gifted in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils as 'gifted' or 'talented' is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'. A gifted or talented pupil should be identified using a variety of methods. Our initial judgement as to whether or not a pupil is gifted is based on a

CAT score of 125+ in the verbal and quantitative categories. We also keep an advisory list of scores of 120+. We would also be aware of those with a high score in the non-verbal category. Teachers who wish to nominate a pupil can do so using the specific checklist or via their Head of Department. The specific procedure will vary according to subject area but will include elements of the following:

- Teacher nomination
- Assessment results (Reading Age, CATs, SATs, Entrance exam, Baseline Assessment, (National Key Stage tests) BPVS scores.
- Specialist teacher identification
- Parental nomination
- Peer nomination
- Self nomination

It is worth remembering that being gifted does not guarantee academic success - pupils can be:

• Good all-rounders	• Of high ability but with low motivation	• Very able but with a short attention span
• High achievers in one area	• Of good verbal ability but poor writing skills	• Very able with poor social skills
• Suffering from emotional and/or social problems		

Provision for the gifted and talented

Opportunities for extension and enrichment are built into all our schemes of work to ensure that every curriculum area will have a reference to gifted and talented. This should state what provision is being made within that subject area. We aim to:

- Set pupils where appropriate or teach in small mixed ability groups providing targeted 1:1 support.
- Encourage all pupils to be independent learners.
- Provide and make resources available to facilitate pupil's learning.
- Inform and involve parents.
- Recognise achievement.
- Be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievement.
- Provide a wide range of extra-curricular activities and clubs.
- Always provide work at an appropriate level.
- Provide opportunities for all pupils to work with like minded peers

Types of provision

Classroom differentiation

- Teachers have high expectations, and are aware of each pupil's strengths.
- Tasks are designed to take account of levels of existing knowledge, skills and understanding.
- There are planned extension opportunities or open-ended tasks.
- There is access to higher tier assessment papers.

- Enrichment lessons in Maths and English once a week in the Junior school.
- Small group work.
- Project work
- Use of our work on Accelerated Learning, Preferred Learning Styles (VAK) and Multiple Intelligence Profiles to target work effectively.
- Fast tracked groups, either set or streamed.
- Schemes of work that address the needs of G&T pupils.

Extra curricular provision

- Enrichment opportunities, such as Focus Days..
- Opportunities for performance, such as Rock Challenge.
- Opportunities to work with different aged pupils.
- Meetings with the G&T co-ordinator to review progress.
- Specialist teaching.
- SATIPS General knowledge challenge
- Master Classes
- Academic, creative, musical and sporting clubs
- Trips, visits and residential courses
- Debate club and 'Youth speaks'
- Plays, Music Groups and Choirs
- Interhouse competitions, e.g. tables/spelling/general knowledge.

Role of the Coordinator

The Co-ordinator for the Gifted and Talented is responsible for

- maintaining the register of G & T pupils, working with the DLEU to ensure these are updated with the latest CAT scores
- liaising with staff, pupils and parents to identify other G & T pupils.
- providing training and support for staff
- leading on the acquisition of appropriate materials
- reviewing articles and latest research on the G & T and cascading this as appropriate
- monitoring the completion of G & T check sheets and, in the senior school, interviewing identified Gifted pupils on a termly basis
- updating the G & T page on the Mayville parents website – www.mayvilleparents.com
- providing a focal point for advice for parents.
- organising special events for G & T pupils.
- reviewing and updating the policy document

Monitoring the Gifted and Talented

In addition to normal school procedures for monitoring performance, Gifted and Talented pupils have termly review sheets. These are completed by staff to record specific input or outstanding work by that pupil. These are reviewed termly with the pupil who will also add a self-evaluation comment.

Informing Parents

In the Senior School, once a pupil has been placed on the G & T register, parents will be notified in writing and sent a booklet explaining how they may support their

child. The G & T Co-ordinator will contact them to discuss any queries they may have.

In the Junior School, parents will be notified at the next individual parents meeting by the form teacher. At this time the situation and any implications can be discussed in detail with them.

A G & T page on the Mayville Parents website www.mayvilleparents.com gives information and challenges.

Mayville High School is a member of the National Association for Gifted Children.

This policy will be reviewed regularly by the G & T co-ordinator, and take into account changes in the pupil personnel, comments by pupils, parents and staff, new initiatives or ideas as they arise and are appropriate to Mayville High School and the pupils concerned.

Mr. N. Lawrence
Review date

October 2007
September 2008