

# **St Bede's Catholic Voluntary Academy**

## **Gifted and Talented Policy September 2014**



**We commit ourselves to love, respect and serve  
one another as disciples of Jesus Christ**

## Values

The values that underpin the vision are:

**Inclusion:** for all in the gifted and talented sector, regardless of socio-economic background and helping to drive wider school standards

**Accessibility:** easy access to information and resources

**Innovation:** new resources and ways of learning

**Challenge:** demanding and stimulating – encouraging and motivating students and the adults who support them to strive as high as they can.

**Inspiration:** high quality, exciting and stimulating programmes and activities.

**Collaboration:** sharing best practice through valued partnerships.

**Celebration:** it's great to be young, gifted and talented!

## Aims

We are committed to providing an environment which encourages all students to maximise their potential and this clearly includes students who display some form of giftedness.

## Definitions

A gifted student is one who is in the top 5-10% of the student population. (DfES definition). A gifted student is one who 'has the capacity for or demonstrates high levels of performance in an academic area:

A talented student is one who is in the top 5-10% of those with a domain specific ability in a non-academic area:

- Physical talent
- Visual/performing abilities
- Mechanical ingenuity
- Outstanding leadership and social awareness
- Creativity

## STRATEGIES

### **Produce, implement and monitor a policy for gifted and talented students and accompanying action plan**

- consult students who are identified as gifted and talented to seek their perceptions and establish their needs
- establish and regularly review a whole school policy, familiar to all members of staff
- make links between this policy and other relevant school policies eg teaching and learning policy, assessment policy
- review the impact of all school policies on gifted and talented students eg group policy, behaviour policy

### **Identify gifted and talented students and set challenging targets for their achievement**

- ensure teachers recognise the value and diversity of this group of young people
- ensure effective use is made of data, identifying groups and individuals at risk of underachievement and developing appropriate strategies in response

- monitor students' progress and ensure that the effectiveness of the strategies and programmes of support that enable students to realise their potential is rigorously evaluated

## **Types of provision**

### **Classroom differentiation**

- Teachers have high expectations
- Tasks are designed to take account of levels of existing knowledge, skills and understanding
- There are planned extension opportunities or open-ended tasks

### **We aim to:**

- Maintain an ethos where it is ok to be bright
- Encourage all students to be independent students
- Recognise achievement
- Be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievement
- Always provide work at an appropriate level
- Provide opportunities for all students to work with like minded peers

## **YOUNG PEOPLE**

### **With appropriate structures and support, young people can for example:**

- Provide feedback to education providers, telling us when things are right/wrong
- Contribute to assessment processes
- Contribute to target setting
- Monitor their own progress and keep their own records
- Inform staff of their needs and strengths
- Strive to achieve success appropriate to their level of ability
- Enjoy the learning experience
- Provide peer mentoring
- Take advantage of additional learning experiences, relevant to their needs, including those provided on a national basis
- Contribute fully to school and college life
- Feel confident about pursuing the next steps of their educational career
- Be willing to play a special part in the wider community

## **PARENTS AND CARERS**

- Support and encourage young people in their ambitions
- Provide emotional support
- Work with the school to meet the particular needs of the child
- Encourage the child to value the views and abilities of others
- Share hobbies and interests
- Ensure that the child is not subject to undue pressure and that s/he has time to relax and enjoy childhood
- Tell people when things go right/wrong
- Contribute to the assessment process
- Provide relevant information
- Provide and take advantage of additional opportunities, locally and nationally, where possible