



Trinity High School

& S I X T H F O R M C E N T R E

An Independent State Funded Academy

GIFTED AND TALENTED WHOLE SCHOOL POLICY

Also to be read in conjunction with:
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School Policy: available on website
Staff Policy: available on r-drive

Review date:

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Policy Responsibility:

Sept 2017

24 April 2018

1 Sept 2020

Mr Ward



GIFTED AND TALENTED WHOLE SCHOOL POLICY

INTRODUCTION

Trinity High School and Sixth Form Centre is committed to providing an environment in which all students are encouraged to maximise their potential. We endeavour to help our students develop their personalities, skills and abilities, intellectually and socially, and to provide teaching which makes learning challenging and enjoyable and enables students to realise their potential. We believe that the development of the more able will enrich and extend the learning experience of all students.

DEFINITION

At Trinity High School and Sixth Form Centre all staff are committed to the educational development of our more able students.

'Gifted'

A 'gifted' student is one who demonstrates a significantly higher level of ability than most students of the same age across the curriculum, in one or more academic subjects.

We aim to accommodate the top 5-10% of the school community with the Gifted and Talented framework.

Our definition of high ability is flexible and constantly under review, as are our strategies for identification, support and development of gifted students.

'Talented'

A 'talented' student demonstrates high levels of achievement in one or more of drama, music, PE and art & design.

Talented students will compose the top 5-10% of pupils, regardless of the overall ability profile of pupils.

Some students are gifted and talented.

IDENTIFICATION

Gifted students will be initially identified using the following criteria:

1. Attainment Data (KS2 APS)
2. Testing and baseline testing (CAT- conducted within first three weeks of entry)
3. FFT estimates for KS4
4. For KS5 identification, KS4 attainment data and ALPS target grades will be used.
5. Individual subject teachers are required to identify gifted and talented pupils. This professional assessment is carried out through a range of methods including:
 - On-going assessment, other appropriate measures, national testing strategies and careful record keeping (utilising in-house ICT systems)
 - Collation of evidence (i.e. individual students' work).

Identified students are then put on to the school's Gifted and Talented Register which is regularly updated by the Gifted and Talented Co-ordinators. This aims to accommodate the top 10% of our community.

The Gifted and Talented Co-ordinators will send letters to parents/carers of Gifted and Talented students, explaining what it means to be 'gifted', 'talented' or both. Parents/ carers will also be provided with support strategies for their children in order to ensure that gifted and talented provision extends beyond the classroom.

STRATEGIES

All Trinity High School and Sixth Form Centre staff have a shared responsibility to create a stimulating environment for gifted and talented students. The ethos of the school supports and encourages a high level of achievement for students of all abilities, including the gifted and talented.

Specific and identifiable opportunities for extension and enrichment are built into all our schemes of work. We aim to:

- encourage all students to become 'independent learners'
- use a variety of whole school strategies including:
 - enrichment and special activities
 - recognising achievement (teacher praise, star student, awards evenings etc)
 - offering students opportunities to study subjects beyond Key Stage 4

The Gifted and Talented Co-ordinators are also responsible for tracking those students who are on the Gifted and Talented register.

In particular, students with high KS2 levels (5 and above) and students with FFT of 9/8/7 grades will be monitored to ensure that they are making the expected levels of progress.