



Lostock Hall Academy

Educating the Future

GIFTED AND TALENTED POLICY

Version 1.0

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VERSION HISTORY

Version	Date Effective	Changes	Consultation
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SECTION 1 – CONTEXT

1 Rationale for Gifted and Talented Policy

Lostock Hall Academy aims to provide teaching which makes learning challenging and engaging, and enables all pupils to reach their full potential. This recognises that **Gifted and Talented** pupils have different needs, which have to be met if they are to fulfil their potential.

This Gifted and Talented policy is therefore an integral part of the school's broader task of ensuring the maximum inclusion of educational opportunity for all pupils.

It has been designed to work in conjunction with the whole school policies on teaching, learning and assessment.

It aims to provide an overview of provision for a sufficiently stimulating and challenging curriculum for all pupils at Lostock Hall Academy including those with Higher Learning Potential (HLP). It is important to note that staff will evaluate and review the **ability** of pupils rather than just focusing on current levels of **achievement**. This will help ensure that all pupils are given the opportunity to be challenged sufficiently and achieve their full potential.

In order to ensure consistency in the identification and provision for very able pupils, it is important to establish agreed procedures and strategies for use within the school and which are transparent to parents/carers

2 Aims of Gifted and Talented Policy

The main aim of this policy is to provide a framework for an appropriate education for Gifted and Talented / Higher Learning Potential pupils within a safe and stimulating environment, which includes **extension** and **enrichment** opportunities, **intellectual challenge** and **self – directed learning**. It aims to:

- Raise the aspirations of and expectations for all pupils;
- Enable pupils to work at a higher cognitive level;
- Give pupils the opportunity to develop specific skills and talents;
- Focus on the whole child, both intellectually and socially;
- Provide a high level of challenge and motivation;
- Maximise inclusion through the school curriculum.

3 Defining Gifted and Talented

'Gifted and Talented' will normally mean pupils with one or more abilities developed to a level significantly ahead of their year group, or with the potential to develop those abilities quickly. It is not to be confused with referring to the 'most able' pupils in the national population (the top 5-10% of any school).

Gifted pupils

Gifted refers to students who achieve, or have the ability to achieve, **significantly above average** (compared with the attainment of other students in their year group at the Academy) in **one or more of the National Curriculum subjects** other than art, performing arts or physical education.

Talented pupils

Talented refers to those students who achieve, or have the ability to achieve, **significantly** above average in art, performing arts, physical education or in other areas that require practical ability compared with the attainment of other students in their year group at the Academy.

Gifted and Talented 5+ ('GT5+')

Lostock Hall Academy pupils can be designated as Gifted and/or Talented within individual subject areas. Pupils who are identified as being Gifted and/or Talented in **5 or more** subject lists will be placed on the Whole School Gifted and Talented (**GT5+**) register.

4 Gifted and Talented Skill Areas

Within their specialist department, staff at Lostock Hall Academy will support pupils who are identified as Gifted and Talented/having High Learning Potential in the following areas:

- **Linguistic** – ability with language
- **Mathematical/logical** – reasoning, organisation, calculation, abstract and structured thinking; naturalistic awareness (awareness of the natural world, collecting, categorising, analysing);
- **Physical/kinaesthetic** – physical skills, hand-eye, co-ordination, aspect of sport, dance;
- **Aesthetic/musical/auditory** – skill with rhythm, pitch and musical patterns, art, drama;
- **Mechanical/visual/spatial** – ability to think in pictures/mental images, use movement to assist learning/design technology, drama, art, dance;
- **Social Skills (inter/intra-personal)** – skills in communication, leadership, sensitivity to others, self-awareness, self-motivation, self-direction;

SECTION 2 – IDENTIFICATION AND MANAGEMENT

1 Identifying Gifted and Talented Pupils

It is the responsibility of all staff at LHA to identify pupils who display ability or potential in one or more of the skill areas listed in Section 1.3 within their specific subject areas and to make sure that they are included on **Departmental Gifted and Talented registers**.

2 Methods of Identifying Gifted and Talented Pupils

The following outlines a range of methods that can be used to identify (and monitor the progress of) Gifted and Talented pupils/pupils with Higher Learning Potential:

- Recommendations from feeder schools;
- Teacher nomination (based on classroom observation, discussion with pupils and departmental colleagues, work scrutiny);
- Test scores (end of key stage levels; internal assessments and annual school examinations);
- Pupil response to higher level and extended tasks;
- Generic and subject specific checklists, developed by subjects or their professional associations;
- School evaluation of performance and subsequent achievement including progress compared to predicted grades/TM targets/results;
- Achievements and progress in activities outside school.

3 Gifted and Talented Register

Each subject area at Lostock Hall Academy will maintain a list for each individual year group (Years 7 to 11 inclusive) for pupils who are Gifted and/or Talented.

This information will be collated by the designated Academy Gifted & Talented Coordinator (GTC) and submitted for entry into the whole school database.

Pupils who are classed as being Gifted and/or Talented in 5 or more subject areas will be included on the whole school Gifted and Talented register (**GT5+ on SISRA**).

It is important to note that pupils can also be removed from subject lists and the whole school register if criteria are not met on a sustained basis. If a pupil is removed from subject based lists the GTC will be informed.

4 Monitoring Gifted and Talented Pupils

Gifted and talented pupils/pupils with Higher Learning Potential will be identified by making a judgement based on analysing various sources of information.

To make the process as effective as possible, curriculum areas will use their own subject specific criteria to identify pupils within their own specialist area.

As such each curriculum area needs to maintain an **up-to-date Gifted and Talented policy** and **subject criteria list** within their departmental/faculty handbook.

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SECTION 3 - ROLES AND RESPONSIBILITIES

To support the delivery of the Academy's 'Gifted and Talented' (G&T) policy all staff have a role to play, alongside parents and pupils themselves. In addition, there are specific roles that will be undertaken by specific individuals, to ensure that the policy is well managed, monitored and evaluated.

Gifted and Talented Manager

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Gifted and Talented Coordinator

- Promote and publicise G&T provision within the Academy so pupils and parents/carers are aware of and understand the selection and monitoring/assessment criteria;
- collate, from departmental data/lists, a G&T register for each year group;
- categorise this information in a way agreed with the SLT and to communicate back to Heads of Department;
- to review data and monitor progress of GT5+ pupils at each data drop;
- monitor the provision, intervention and progress made by each cohort on an annual basis, in conjunction with the **line manager** for G&T provision;
- review the whole school register of identified pupils on an annual basis;
- access training for self and staff and ensure the professional development programme includes relevant aspects of gifted and talented provision;
- liaise with appropriate member of staff responsible for SEN and Pupil Premium in order to maximise provision for pupils who are identified as bring G&T and SEN/PP;
- ensure the G & T policy is implemented and that the action plan is reviewed and revised annually;
- oversee and coordinate enrichment and extension activities;
- motivate and encourage across the school to ensure enthusiasm for G&T provision and challenge.

Gifted and Talented Governor

- Raise the profile of the G & T programme amongst students, parents and colleagues;
- Raise the status of the G & T Coordinator and policy;
- Ensure funds from the School budget are allocated to G & T on an annual basis.

Heads of Department / Departmental Gifted and Talented Representative

- identify pupils who meet the criteria for G & T within their subject;
- compile subject lists for each year group on an annual basis;
- design Schemes of Work that include challenge and contain enrichment/ extension material for identified pupils;
- ensure the enrichment/extension material is used by subject teachers.

Senior Leadership Team

- Work with the G & T Coordinator to oversee and support provision;
- Allocate dedicated funding for G & T activities within the annual budget;
- Include items concerning the G & T cohort/provision on meeting agendas.

Parents/Carers

- To support and encourage pupils who are registered Gifted and Talented
- To be aware of updates on their child's progress through interim and full reports and be an active part of the Gifted and Talented process.

Registered Gifted and Talented Pupils

- Make effective use of the G&T provision provided by the Academy to help maximise their potential;
- Act as ambassadors for the scheme and promote its worth and value to other pupils and schools.

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