



# **Policy for Gifted and Talented Students**

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**To be reviewed**

## Policy for Gifted and Talented Students

The Da Vinci Studio School is fully committed to personalising the learning of all pupils and ensuring equality of opportunity for all. We believe that every student, whatever their ability, has the right to be challenged and so encouraged to develop to their full potential.

The school wishes to encourage a growth mindset for all and, as such, would not wish to create a culture of elitism for the highest attainers. Nevertheless, we recognise the need to identify and respond to the requirements of those students with exceptional ability, and intend to use the DfE definition as our guide.

<b>Gifted</b>	=	Top 5-10% of pupils within school as measured by actual or potential achievement
<b>Talented</b>	=	Top 5-10% of pupils per school as measured by actual or potential achievement in the subjects of Art, Music, PE, Games and DT. (In reality, within Da Vinci Studio School we are identifying the top attainers in terms of creativity, imagination and the practical application of subjects, such as Engineering, Enterprise and ICT).

We will consider both definitions flexibly and appreciate that the definition is relational and can vary from institution to institution. Since students also can move in and out of the scope of Gifted & Talented, as they progress throughout their education, we do not intend to label students or create a specific register. Rather, our focus will be on encouraging a praise and aspirational culture for all.

### Identification

At the Da Vinci Studio School, the identification process will consist of two parts, a curriculum process – used mainly to identify gifted students and a pastoral process – used to identify talented students.

### The Curriculum Process

Lead Learning Coaches will be given the responsibility of identifying those students in the top 10% of any subject via quantitative data (including prior attainment, current assessment data and YELLIS predictions). Learning Coaches will need to ensure strategies are in place to provide appropriate stretch and challenge.

The Da Vinci Studio School meets the needs of gifted and talented students with a tri-partite programme, including acceleration, extension and enrichment opportunities. Although there is much over-lap in the concepts, basic provision typically consists of:

#### **Acceleration**

- Students remain with their peer group but undertake work planned for older pupils

### **Extension**

- All schemes of work indicate appropriate extension resources and materials for use with gifted and talented students in lessons
- Gifted students may also opt to study additional qualifications in addition to the standard curriculum offering
- All members of staff make full use of CREATE in their planning and teaching

The gifted and talented students will be identified for internal monitoring purposes within the school management information system and ongoing tracking will help to identify and areas of potential under-achievement, so corrective action can be taken.

### **Enrichment within the Curriculum**

- All students will undergo an enriched curriculum in the School but, in addition, the personalised curriculum will expose them to stretch and challenge and this will be encouraged and expected throughout the projects
- Gifted mathematicians have the opportunity to do an extra GCSE in Applications of Mathematics
- Gifted science students will have the opportunity to do Triple Science as well as project qualifications and industry led initiatives, such as the CREST Awards, F1 in schools and the Engineering Education Scheme
- All subjects have designated enrichment components in their schemes of work for use with gifted and talented students

### **Enrichment Extra-Curriculum**

- STEM Club, in which students explore open ended lines of enquiry and interest
- Enrichment time clubs including Photography, The Network (Computing Club), Music and Financial Capability
- Termly adventure training/team building exercises will promote leadership skills, using the facilities of the sponsor organisation and Hertfordshire Outdoor Centres
- Entry to national competitions

### **Co-operation with other Schools**

Da Vinci students will have access to opportunities offered by local organisations, such as Stevenage Education Trust (SET), Headstart Days, attendance at the Sutton Trust and Villiers Park events for academically able and potential Oxbridge applicants. Students will also be able to participate in master classes arranged across schools within the area and also across the Studio Schools' Trust.

## **The Pastoral Process**

Personal Coaches, employers and Learning Coaches will help to identify appropriate students. This more subjective area of identification will also include pupil self-assessment, appraisals of project performance and reports from students in addition to the wider enrichment activities of the school and community (including external competitions).

## **Monitoring**

The gifted and talented cohort is monitored in the following ways:

- Individual progress in terms of assessment results is tracked and compared with base line expectations
- The value added of the gifted and talented cohort is compared with the value added of other students within the school
- Each gifted and talented student has a personal coach with whom they meet weekly and for at least 20 minutes per half term in a one-to-one review
- Learning Coaches and Heads of Year monitor and feedback on the progress of gifted and talented students, ensuring that students are making progress in the development of their social and interpersonal skills, as well as the development of their academic abilities
- Classroom provision for the gifted and talented is monitored by the SLG as part of the ongoing cycle of lesson observations and work sampling

## **Whole School Issues**

There is an identified budget to support gifted and talented activities. This is used to release staff for INSET, to purchase appropriate learning resources on gifted and talented matters for the staff and to support offsite activities, such as the Engineering Education Scheme and CREST Awards.

Gifted and talented issues are included on the agenda for staff meetings at least once a term.