



Policy for Gifted and Talented Pupils

Rationale

Our aim is to educate all our pupils to the highest possible standards; to make their education an enjoyable and stimulating experience, by nurturing their ability, supporting and guiding them in their learning and by creating opportunities and challenges that will not only stretch their abilities but also maximise their individual potential.

However, we recognise that some pupils, who demonstrate exceptional ability well beyond that expected for someone of their age, have particular requirements, and at QES we aim to support those pupils with such exceptional ability to become exceptional learners.

In seeking to meet the needs of these particular pupils it is our aim and intention to improve the quality of teaching and learning for all our learners.

Definitions

At QES we subscribe to the theory of Learned Intelligence: we believe that no one has a fixed level of 'cleverness' or IQ, but instead can learn how to improve and increase their own intelligence over time.

According to the DFE:

Talented is a person with an exceptional ability in sport, art, music or the performing arts
Gifted is a person with an exceptional ability in a number of academic subjects

More recently, the 'most able' has been defined as:

'The brightest students starting secondary school in Year 7 attaining Level 5, or having the potential to attain Level 5 in English (reading and writing) and / or Mathematics at the end of Key Stage 2.'

Identification

In line with DFE requirements, we identify the top 10% of high attainers (the QES 'Gifted and Talented' register).

We identify pupils in the following ways:

- Prior summative data (e.g. CAT scores)
- G&T general characteristics checklist – staff referrals
- Subject specific characteristics checklists –departmental referrals
- Internal and external assessment and testing
- Referrals from outside agencies (e.g. sporting associations)
- Artistic creativity
- Parent information

These methods give teachers, pastoral staff, parents, pupils and external agencies opportunities to nominate pupils.



Provision

We offer the following methods of support for our exceptional pupils:

- Challenging and responsive teaching in the classroom (see work on responsive teaching, outstanding learning and A / A* teaching)
- A personalised curriculum: Differentiation within departmental schemes of work and lesson plans, scholars, linguists and engineering whole day courses at GCSE
- Individual SIMS trackers (see below)
- Extra-curricular opportunities: G and T days, conferences, online courses, Latin, etc
- Learning conversations with those identified as needing further support
- More Able Learners guidance package provided by HoYs in each Key Stage

Monitoring & Tracking

Once pupils are registered this information is transferred to SIMS, and progress is monitored via their school tracker. HoDs use this data to ensure that teaching and learning in their subject is meeting the needs of all learners, and HoYs will review the progress of this group of students as part of their role.

The G&T list is reviewed annually by the G and T co-ordinator and updated by departments at the end of each Key Stage.

Academic reviews are also used for specific G&T mentoring. Pupils set themselves specific challenging G&T targets for the year. They are monitored on their progress towards these targets as part of their regular learning conversations.