



ST. JOSEPH'S
CATHOLIC COLLEGE

Gifted and Talented policy 2014

St. Joseph's College Vision Statement

Our Catholic College seeks to be a community in which all are valued, where the life and the relationships of the college are permeated by Gospel values and in which the individual is seen as unique, with infinite potential for growth towards wholeness. The college, in active partnership with home, parish and the wider community, endeavours to prepare all of its members for a future in which they will be able to make a positive contribution and take up the challenge of their faith.

Rationale

St. Joseph's Catholic College, as indicated in the Mission Statement, is committed to the principle of helping each child to develop his or her "infinite potential". Whilst we aim to develop a curriculum that offers an appropriate challenging learning environment for all students, we recognise that the most able students in the College have specific needs and requirements. This long-standing guiding principle of the College complements the current equal opportunities agendas behind recent government initiatives (Every Child Matters, 2003; Higher Standards, Better Schools for All, 2005; The Leitch Review of Skills, 2006; and, 20-20 Vision, 2007) and can be encapsulated as follows:

"Personalising learning means, in practical terms, focusing in a more structured way on each child's learning in order to enhance progress, achievement and participation. All children and young people have the right to receive support and challenge, tailored to their needs, interests and abilities." (20-20 Vision, 2007)

Gifted and Talented (G&T) students are regarded as individuals who possess different interests and outlooks, rather than as a generic group who require the same support.

Definition

G&T students are those who have the ability to excel academically or in practical or creative subjects, as well as those who excel outside of the standard curriculum in skills such as creative thought and leadership qualities.

Aims

The aims of G&T provision within St Joseph's are as follows:

- To identify students of high ability or talent in different areas of the curriculum. These students will be monitored throughout their time in St. Joseph's and provided with an educational experience to challenge and stimulate development.
- To promote the fact that G&T students have particular educational needs that must be met if an individual's "infinite potential" is to be developed.
- To develop a broad, balanced and appropriate curriculum for G&T students that is enjoyable, exciting and worthwhile.
- To develop and maintain a differentiated provision both in the classroom and through enrichment activities.
- To maintain a commitment to the personal, social and intellectual development of the whole child.
- To review attainment and progress of G&T students and continue to set challenging individual targets.
- To encourage and develop parental involvement in the education of G&T students.
- To be proactive in liaising with outside agencies in provision for G&T students.

Identification

Students are identified as G&T in the following ways:

- Formal inclusion on the G&T register on the school system is for those who scored in the top 5% of the country in KS2 SATs. This is the data used for official government data.

In addition to this, there is a G&T aspect to the inclusion register, maintained on a spreadsheet that all teaching staff have access to. This contains more information.

- In year 7 all pupils do a Cognitive Assessment Test (CAT) in 3 areas – Verbal, Non-verbal and Quantitative. CAT scores – students scoring 120+ in two areas or 128+ in one area are included on the register.
- Teacher nominations – subject leaders and teachers are asked to identify the top 5 – 10% of students within their subject area according to subject specific criteria and through Assessment for Learning practices. Inclusion through this method is not permanent and is updated to take into account changes in students' individual circumstances.
- All of the above methods are supported by the College's systems for recording and monitoring students' progress (see Assessment for Learning Policy). They will be identified as G&T per subject on the school systems where possible.
- Achievements and qualifications outside of the College will also be considered.

Students who are underachieving will not be automatically withdrawn from the register; after discussion with form tutors, student managers and subject teachers, a programme of intervention will be put in place to offer support to the student. Behavioural concerns will never be a reason for non-inclusion on the register.

Characteristics of G&T students

In general, G&T students have the characteristics of being Independent, Creative and Engaged (ICE), and an ICE club allows opportunities for all pupils to go beyond the curriculum, not necessarily just those who are on the G&T register. The following characteristics give more details, and these can then be viewed in conjunction with the advice from subject specific areas.

- Demonstrate passion for particular subjects or areas of interest and pursue them
- Make connections between past and present learning
- Actively and enthusiastically engage in debate and discussion on a particular subject
- Show initiative and ideas about what they might do next in their learning
- Have good powers of recall and actively use memory as an aid to learning
- Read widely for interest and demonstrate intellectual curiosity
- Work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations
- Generate creative and original responses to common problems
- Enjoy challenging work for its own sake
- Be particularly creative
- Demonstrate particular physical dexterity or skill
- Make sound judgements
- Understand concepts and apply them independently
- Ask relevant and pertinent questions
- Be outstanding leaders or team members
- Like to investigate things for themselves, through research, and draw conclusions
- Have a tendency to question rules and authority
- Possess a well-developed sense of humour
- Have a growing self-determination, stamina and powers of concentration.

Provision through Communication

Effective provision (as detailed on the next page) depends on effective communication between all parties including the students themselves, all teaching staff involved with a student, and the student's home. Parents/guardians should be made aware of the opportunities available to G&T students within the school and that their child should be taking up those opportunities where possible.



Effective Provision across the Curriculum

Classroom Teacher	Team/Subject Leader	G&T Coordinator	Assistant Principal
<ul style="list-style-type: none"> • Use baseline data to identify individual students as G&T. • Maintain progression data on G&T students. • Use AfL principles to inform planning for teaching: diagnostic assessment, formative assessment, setting appropriate HTI, review of progression of HTI, peer and self assessment, offer examples of high level performance. • Differentiate work to an appropriate level of challenge. This work should integrate with the work of other students in the classroom. • Develop higher order thinking skills through teaching. • Develop confidence, self discipline and understanding of the learning process. • Use varied teaching approaches and model application of techniques: investigation, problem solving, questioning, debate and discussion. • Present the subject as a series of problems to be solved rather than a body of knowledge to be absorbed. • Develop an independent approach to learning. • Develop a classroom culture of high expectations and aspirations. 	<ul style="list-style-type: none"> • Use baseline data to ensure that 10% of the department's cohort is identified as G&T. • Ensure that department colleagues are aware of the G&T indicators for specific subjects. • Monitor progress of G&T students during each academic year. • Set in place Wave 1 and Wave 2 intervention strategies for specific G&T students. • Report on the progress of G&T students in departmental SEF. • Ensure that Schemes of Work indicate provision for G&T students. • Annually evaluate G&T provision in Schemes of Work and departmental enrichment opportunities. • Appoint a G&T representative for the department. 	<ul style="list-style-type: none"> • Evaluate the provision for G&T annually, using IQS. • Review and update the G&T policy annually. • Collate data on G&T students, maintain and update the G&T register. • Make students on the G&T register aware of local and national opportunities. • Utilise external agencies to develop the skills of G&T students and to raise motivation. • Raise awareness of strategies and resources to plan and support the learning of G&T students and organise CPD. • Communicate with parents of G&T students. • Raising achievement and celebrating success. • Liaising with departments via subject link teachers and Team/Subject Leaders. • Track the progress of G&T students to identify underachievement and to liaise with the Head of Intervention. • Inspiring students to raise aspirations to Higher Education, in particular the top universities (Oxbridge, the Russell Group). 	<ul style="list-style-type: none"> • To monitor the work of the G&T Coordinator. • To provide mentoring for G&T students. • To audit Wave 1 and Wave 2 departmental intervention for G&T students through discussion with Team/Subject Leaders and through lesson observation and work scrutiny.

