



**STUDIO
WEST**

An Enterprise and Innovation Campus

Gifted & Talented Policy

Policy date: September 2014

Review date: September 2016

Chair of Governors:

Governors Approval:

Date

Rationale

Studio West will adopt Kenton's belief: 'All Different, All Equal'.

Every one of Studio West's students are to follow a curriculum and be provided with a learning environment that encourages them to thrive intellectually, socially, emotionally and physically. Not only does this comply with equal opportunities requirements, providing for our gifted and talented pupils is also an integral element of our aspirations for personalising learning and the Every Child Matters agenda.

Definition

'Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).' DfE

The functioning of gifted and talented pupils will be far in advance of their peer group. Ability may be demonstrated in one or more of the following areas:

- Academic intelligence
- Creativity
- Physical talent
- Artistic talent
- Mechanical ingenuity
- Leadership

Students with academic ability in one or more subjects are defined as being Gifted whilst those with a special skill in PE, Art and the Performing Arts are deemed to be Talented.

Goals

- The gifted and talented register is regularly reviewed and updated
- Gifted and talented pupils follow an appropriate curriculum
- Suitable stretch and challenge is provided to gifted and talented students
- Provide opportunities for the advancement of specific talents and skills
- Celebrate achievement at all levels
- Encourage the development of a student ethos where being gifted and talented is not only accepted but desired and consequently create a climate for learning which supports an achievement culture.

Identification

We aim for Studio West's gifted and talented cohort to be fully representative of the school's socio-economic, ethnicity and gender composition.

Following National Strategies guidance, numerous criteria and multiple sources of evidence are referenced in the process of identifying gifted and talented students.

The identification process is regularly reviewed through the monitoring of student subject performance and value added data on a yearly basis.

The gifted and talented register is broken down by year group and then by subject nomination. There is an additional 'talent' register which highlights students who have been recognised by their subject teachers as having a particular talent in their area.

Students are included on the register based on:

- Fischer Family Trust (FFT) data. If FFT data places them in the top 10% of their year group for a particular subject then potential should be recognised.
- KS2 and CAT scores provided by their Primary School, parents and specific organisations (ie. National / accredited sports coach). This is important in ensuring effective transition and recognition of talent.
- Teacher nominations based on common subject criteria which are listed in the next section.

If teachers feel that nominations are necessary outside of this criteria then they firstly need to contact their Departmental Representative for G&T who will then bring the matter up for consultation at the half termly Gifted and Talented Departmental Links Meetings.

SUBJECT SPECIFIC CRITERIA

Art and Design

- Display tenacity and perseverance. They are enthusiastic and have a committed attitude to the subject.
- Have an ability to cope with failure and are able to learn from their mistakes.
- They appreciate that they cannot allow their own pride to stop them from learning new techniques and trying unfamiliar artistic activities.
- Have the ability to analyse and critically evaluate images and objects. They are also able to articulate their ideas to others.
- They are able to recognise positive and negative aspects of their own and other's work.
- Have a confident approach to developing ideas and are able to sustain their own interest in artistic investigations.
- They like being given creative responsibility and relish opportunities to independently develop their own ideas.
- Are technically competent across a wide variety of artistic disciplines. They display control and ability when using a range of different materials and media.
- They are able to use their technical skills to record from observation, experiences and their own imagination.
- They are often able to judge space, distance and proportion better than less talented pupils.

Business Studies

Gifted and talented students will demonstrate:

- an ability to define, explain and discuss identified business concepts/theories
- an ability to select appropriate concepts/theories or techniques
- an ability to critically explain identified concepts/theories or techniques
- an ability to identify the parameters within which the concept/theory is presented
- an ability to define, explain and justify the tool of analysis used
- an ability to identify the purpose of research
- an ability to identify likely sources of data available
- an ability to identify, explain and justify the most appropriate method of collection
- an ability to select evidence in a form most likely to facilitate analysis and evaluation
- an ability to make good use of the Internet as a source
- an ability to identify and justify methods of data collation
- an ability to develop methodology

- an ability to turn data in evidence and to reject irrelevant data
- an ability to make logical and reasoned judgements
- an ability to select and justify best solutions
- an awareness of the extent to which solutions are realistic in business terms
- an ability to present work with cohesion and readability
- an effective use of specialist subject language
- an effective use of diagrammatical or graphical presentations
- clarity of expression

Design and Technology

Pupils who are talented in Design and Technology are likely to;

- Demonstrate high levels of technological understanding and application
- Display high-quality making and precise practical skills
- Have flashes of inspiration and highly original or innovative ideas
- Demonstrate different ways of working or different approaches to issues
- Be sensitive to aesthetic, social and cultural issues when designing and evaluating
- Be capable of rigorous analysis and interpretation of products
- Get frustrated when a teacher demands that they follow a rigid design and make process
- Work comfortably in contexts beyond their own experience and empathise with users' and clients' needs and wants

Teachers may identify pupils who are gifted in Design and Technology by:

- Performance at an unusually advanced national curriculum level for their age group
- The outcomes of specific tasks
- Evidence of particular aptitudes
- The way pupils respond to questions
- The questions that pupils ask themselves

English

Pupils are frequently G&T in one or two areas of English but not in other areas of the subject.

Writing

- The pupil develops his/her vocabulary independently and uses varied and interesting vocabulary in written responses
- The pupil has the natural ability to keep the attention of an audience through a number of means when writing e.g. metaphorical or poetic expression
- The pupil uses punctuation in a completely accurate way and is able to use it to enhance meaning
- The pupil has a natural flair for translating personal experiences from spoken to written form
- The pupil is able to transfer reading experiences (such as the understanding of genre conventions) to his/her own writing

Reading

- The pupil has clearly been able to improve his/her written expression through the independent reading of fiction, and is often an avid reader
- The pupil uses hypothetical and contextual ideas to develop personal interpretations in a natural and impressive way
- The pupil's contributions to discussions are insightful and original
- The pupil is able to empathise in an insightful and original way with literary characters

- The pupil is able to analyse texts with the careful consideration of social and historical contexts

Speaking and Listening

- The pupil is extremely confident when speaking in front of the class
- The pupil strives to develop in English through the constant asking of questions (and taking in the answers!)
- The pupil is a natural leader in group situations
- The pupil has the natural ability to keep the attention of an audience through a number of means when speaking

General

- The pupil is particularly imaginative or coherent for his/her age
- The pupil can, and often chooses to, use ICT to enhance their work
- The pupil has an imagination that allows him/her to express and develop unusual and original ideas
- The pupil can justify their opinions in a natural, well supported and mature way
- The pupil uses opportunities to produce work that is the product of well-directed effort

Geography

A pupil will show a range of characteristics in the following key areas in order to be identified as 'talented'. Not all key areas need to be present for an individual to show talent and not all characteristics in each key area need to be fulfilled to meet the key area criterion.

KEY AREA	IDENTIFIED CHARACTERISTICS
ORGANISATION and PRESENTATION of SUBJECT CONTENT	Is able to consistently produce well-structured work which is accurate, neat and well presented. Visual transformations such as maps, diagrams, graphs and charts are clear with attention to detail. Is competent in using ICT applications.
ANALYSIS and INTERPRETATION of GEOGRAPHICAL DATA through WRITING SKILLS	Is able to show and apply sound reasoning and logical thinking e.g. in decision making tasks. Has the ability to give detailed explanations, valid conclusions or judgements through extended writing skills. Can evaluate and test hypotheses using geographical data. Can synthesise and link together different types of data. Is able to use appropriate geographical terminology in the correct context.
ORAL SKILLS	Is able to contribute effectively to group or whole class discussion by asking relevant questions or giving appropriate answers. Is able to follow a line of argument in a discussion, often substantiating points with evidence or examples.

EMPATHY	Is able to reflect apppoint of view or give an opinion. Is able to appreciate and justify the values and attitudes of other groups of people in relation to issues that may affect them.
LEARNING	Can understand concepts clearly and apply these to different learning situations. Is able to engage in active research and independent learning. Can bring originality of thought and lateral thinking to a given task or issue. Has a flexible approach to learning; is able to accept responsibility e.g. leadership in group work, data collection.
SPATIAL AWARENESS	Is able to appreciate differences in scale of maps. Has a sound knowledge of place. Is able to use effective and relevant case study material to support general points.

ICT

- Demonstrates ICT capability significantly above that expected for their age; however, they may not be very able in all aspects of the subject. Learners have frequent opportunities to demonstrate expert application of specific skills and knowledge, and this is supported through expert coaching. Sustained progress is secured above local and national bench marks.
- The pupil would discuss the theoretical aspects of ICT using accurate terminology and demonstrate a clear understanding of appropriateness. G&T learners confidently use subject specific and cross curricular skills in independent research which is well supported by resources.
- Take part in informed discussions about the social, economic, ethical and moral issues raised by ICT. The curriculum is consistently, linked to the world beyond the classroom and systematically, addresses current affairs, ethical and moral issues, the world of work.
- Demonstrate flair, creativity and originality when designing applications with a specific audience in mind. The classroom ethos values creativity, and encourages learners to use it to improve achievement.
- Uses initiative to explore the potential of more advanced features of ICT tools; explores independently beyond the given breadth of an ICT topic (for example pupils are willing to investigate other topics linked to and in addition to lesson topics and document their investigations). G&T learners use initiative and independent thinking to deviate creatively from planned activity.
- Discuss the application of information systems and ICT tools; evaluate the tools and reflect critically on their suitability for the given task (for example pupils are able to evaluate differing software packages in relation to a particular task are able to combine the functionalities of several packages to solve one ICT problem). Learners have frequent opportunities to demonstrate expert application of specific skills and knowledge, and this is supported through expert coaching.

- Pupils would suggest refinements to existing systems and design, implement and document systems for others to use (create user manuals), predicting some of the consequences that could arise from the use of such systems. G&T learners' proficiency is strengthened by the use of higher order concepts and terminology in reading, researching and talking about the subject.
- When developing systems that respond to events (Mediator, PowerPoint, Access, Excel), they make appropriate use of feedback, building on their current system to a very high standard.
- Using a wide variety of shortcuts to carry out certain tasks therefore demonstrating a sound practical knowledge. G&T learning is underpinned by secure subject knowledge and understanding which enable challenging goals to be set.
- A sound ability to be critical of their own work, suggesting improvements and carrying these out. G&T learners follow their own lines of enquiry and critically evaluate their own learning. G&T learners' self-assess, making use of oral and written feedback.
- Transfers and applies ICT skills and techniques confidently in new contexts. Clear progressions and connections between subjects are identified and adapted to G&T learners' needs and interests.

Maths

- In top set
- Usually scoring highly in all assessments
- Often working faster than their peers
- Willing and able to cope with more difficult and challenging work
- Can find their own method for solving problems
- Ask interesting questions and are interested in mathematics
- Intuitive and enthusiastic
- Can connect to prior learning
- Will investigate the subject outside of the realm of classwork and homework
- Can create a proof
- Can self-teach
- Will know the question before it is asked
- Can explain methods clearly
- Usually works systematically and logically
- Can "see" the answer
- Use the correct vocabulary naturally
- Often are determined to do well
- Will surprise with oral or written insights into mathematics

Modern Foreign Languages

Linguistically more able pupils will not consistently exhibit the full range of characteristics.

- Listen with a high level of concentration and understanding to varied and complex speech, relative to pupils' language experience.
- Show good recall, within one lesson and over a period of time.
- Learn quickly and accurately by heart (rote), and apply this learning accurately in all four language skills.
- See patterns in languages quickly and apply an understanding of these patterns to new language. Also understand the importance of this process.
- Draw on language from a variety of contexts to express themselves effectively.
- Show good aural discrimination.

- Read aloud (pronounce) previously unseen language fluently and accurately, and apply patterns of pronunciation independently into other contexts.
- Show a high degree of independence in their learning, for examples are able to self-correct, at times without prompting.
- Enjoy playing with language: experimentation, creativity, nonsense, fun, rhyme.
- Are original in their production of language (speaking and writing).
- Are inquisitive, and have an interest in language for its own sake, and have appropriate strategies for further learning.
- Are sensitive to their own mistakes, and can be hesitant to speak unless well practised.
- Understand the language learning process.
- An intuitive feel and at times flair for language and language use.
- Are able to infer meaning from context.
- Are perceived by their peers as useful sources of help, information and modelling.
- Respond well to additional individual teaching and other opportunities for enrichment.
- Keep teachers on their toes – intellectually.
- Show frustration or the other extreme, passivity, if demands are too low and progress too slow.

Physical Education

Creative

- Consolidates and develops skills in a creative, inventive and innovative way (e.g. creative skills when attacking in football).
- Responds to stimulus in an innovative way (e.g. partner sequence work in gymnastics).
- Offers a range of productive and viable solutions to a problem.
- Shows confidence in experimenting with acquired skills and ideas through application (e.g. within a gymnastic sequence, dance composition or game).

Physical

- Explores and develops skills demonstrating control, fluency and quality in a range of activities.
- Demonstrates a range of skills in different compositional and tactical situations.
- Demonstrates good peripheral vision and uses this in a range of situations across activities.
- Shows precision when executing movement skills with high levels of coordination and balance.

Social

- Demonstrates the ability to take the lead when working with others (e.g. leading a warm up activity).
- Communicates clearly to others when describing their performances showing an understanding of tactics/strategies and compositional ideas (e.g. analysing and improving performance during peer observation tasks).
- Demonstrates the ability to make good decisions when working collaboratively.
- Encourages others to participate.

Cognitive

- Demonstrates the ability to transfer skills effectively across a range of activities (e.g. transfer and application of skills in similar sports).

- Demonstrates the ability to plan and utilise a range of team tactics and strategies in a number of activities.
- Identifies strengths and weaknesses, offering suggestions for improvement, across a range of performances.
- Uses a broad analysis vocabulary when describing performances.

Personal

- Demonstrates the ability to maintain focused on task in a variety of situations.
- Demonstrates the ability to plan goals and set realistic targets.
- Highly motivated to achieve team and individual success.
- Perseveres in challenging situations and explores options to overcome difficulties (personal determination).

PROVISION

Studio West aims to create a learning environment which sets high expectations, recognises achievement and celebrates success. The following strategies are key to this objective;

- Pace, resource and outcome differentiation
- Extension activities for all subject areas
- Opportunity to work at higher cognitive levels – synthesis, evaluation and analysis
- Encouraging independent learning
- Choice of appropriate curriculum pathways with opportunity for early exam entries
- Fast track, accelerated learning techniques and thinking skills incorporating Critical Thinking sessions
- Extraction for special projects or one to one work, setting individual action targets
- Demanding high standards in attitude and quality of work and behaviour
- Extensive enrichment activities and extra-curricular projects, eg. masterclasses, summer schools, workshops and residentials

G&T students are provided for through extension activities (depth), enrichment (breadth) and pace during lessons.

SUPPORT MATERIALS

G&T websites of interest;

Identification

- <http://nationalstrategies.standards.dcsf.gov.uk/node/288011>
- <http://teachertools.londongt.org/index.php?page=identification>

Provision

- <http://eep.ac.uk/DNN2/>
- <https://www.ssatrust.org.uk/achievement/partnerships/Pages/Giftedandtalented.aspx>
- <http://nace.co.uk/>
- <http://nationalstrategies.standards.dcsf.gov.uk/giftedandtalented>
- <http://teachertools.londongt.org/?page=resources>
- <http://ygtactivities.org.uk/>

Intervention

- <http://nationalstrategies.standards.dcsf.gov.uk/node/183104>
- <http://nationalstrategies.standards.dcsf.gov.uk/node/246991>
- <http://publications.education.gov.uk/eOrderingDownload/DCSF-00873-2007.pdf>
- Best, B. (2004) G&T Resource Handbook (Optimus Publishing)
- George, D. (1992) The Challenge of the Able Child (David Fulton Publishers)

- Senior, J. (2006) Active Enrichment (Optimus Publishing)
- Stopper, M.J. (2001) Meeting the Social and Emotional Needs of Gifted and Talented Children (NACE / Fulton)