



SCHOOL POLICY FOR GIFTED AND TALENTED STUDENTS.

WHAT ARE OUR BELIEFS AND VALUES?

At The Kimberley School we believe that all children are entitled to an education that will enable them to develop their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social, finding appropriate challenge in our learning environment.

All students have individual needs which means we aim to put personalised learning at the heart of our teaching and learning.

The Kimberley School is committed to providing a sufficiently challenging curriculum for all its students. In addition, we will aim to provide opportunities to identify and nurture those who are more able and their abilities.

All students have an entitlement to the following:

- Staff commitment to develop students' full potential at all times.
- Lessons that stimulate, engage, challenge, inform excite and encourage through partnership and dialogue with teachers and other students and active participation in the lesson.
- Courses that lead to examinations and accreditation.
- Skilled, well prepared and informed teachers.
- An entitlement beyond subject teaching, including preparation for adult life and preparation for the world of work. This should include extra curricular activity, personal and social education, careers guidance and counselling, visits to local industry, work experience and community service.

All staff have an entitlement to the following:

- Training to make it happen
- A perspective and understanding of whole school needs, problems and policies, especially those concerning issues related to those students identified as more able.

WHAT DO WE MEAN BY Gifted and Talented?

In defining what is meant by the term 'Gifted and Talented' we have adopted the following definitions:

- Those who show an exceptional ability. This might be in a curriculum area such as mathematics, music, art or sport or be a less easily acknowledged talent such as leadership, creative imagination or social maturity.
- Those students who possess a general academic learning ability that is significantly greater than that of most of their peers.

The above list is, of course, not exhaustive and students may display exceptional abilities in a wide range of areas.

WHAT IS THE GIFTED AND TALENTED REGISTER?

This is a list of students who have been identified as more able by meeting one or more of the following:

- Nomination by year 6 teachers on transfer
- Nomination by subject teachers according to subject specific criteria eg. Maths level 5a
- Nomination by Art/Drama/Music/PE as showing an exceptional talent
- External assessments, including CATs (SS >120)

HOW DO TEACHERS KNOW WHO THESE STUDENTS ARE?

The Register is available on the VLE on the Gifted and Talented area and class lists are published with the code GT next to the student's name. Each Faculty has detailed lists of national curriculum levels, areas of strength and what is being done within the Faculty to enrich the learning for nominated students. Teachers ensure that lessons are planned to deliver activities that stretch and challenge more able students. They use student performance and data on prior achievement to monitor the progress of Gifted and Talented students. Teachers, through departmental discussion, keep subject leaders informed of the underachievement of Gifted and Talented students.

HOW ARE PARENTS/CARERS INVOLVED?

Once students have been identified, information is sent to parents/carers. This includes the reason a student has been included on the Register and how that student might be supported.

WHAT ADDITIONAL ACTIVITIES ARE THERE FOR GIFTED AND TALENTED STUDENTS?

Activities for Gifted and Talented students are planned to enrich their learning and to give them a sense of group identity. These include clubs, including chess and the LRC; visits during school time to eg. Nottingham University; activities suggested and planned by the students themselves.

HOW IS THE REGISTER REVIEWED AND UPDATED?

Each half term, at the meetings of the Liaison Group, the list is reviewed, additional information added, students with high CAT scores but few nominations are discussed and action agreed. If, after appropriate action has been taken to raise achievement, it is the opinion of the Group that a student can no longer be identified as Gifted and Talented, a member of the SLT contacts parents/carers and arrange a meeting which includes the student concerned to explore progress further.

HOW DO WE MEASURE THE SUCCESS OF THIS POLICY?

At the end of each academic year individual members of the SLT review progress with their link Curriculum Leader's to establish what has been achieved within the Faculty for Gifted and Talented students.

Signed:Mr C Teal Headteacher

Signed: Mr John Wilson Chair of Governors

Dated: 28th September 2009

23rd September 2009