

Clyst Vale Gifted and Talented Policy 2015-16

Meeting the educational needs of the Gifted and Talented is about building on good general college provision, not about providing something entirely different.”

Professor Deborah Eyre, 2001

1. AIMS

CVCC is a comprehensive college offering a varied curriculum and has an active policy of inclusion. In line with the college's Learning and Teaching and Curriculum policies, we aim to stretch all children to achieve their full potential, including those who are Gifted and Talented.

Provision for Gifted and Talented students will include:

- an appropriate differentiated education for all students;
- a curriculum which will stretch students of marked ability;
- opportunities for students to develop specific skills or interests both within the college and in the broader community
- support and encouragement for those identified as having one or many gifts and talents

2. IDENTIFICATION

At CVCC Gifted and Talented students are identified both through the use of data and teacher observation.

Cognitive Ability Tests:

For Key Stages 3 and 4, a student will be included on the Gifted and Talented register if they achieve within the top 5% of their school year in their CAT tests. This may vary slightly for different year groups, but to be on the Gifted and Talented register, students should achieve a **mean score between 115 and 120 or above**, as long as they have a KS2 average point score of **33 or above** as well. This data will determine the National List for CVCC and may not be changed once identified.

Average GCSE point score:

For Key Stage 5, GCSE point scores will be used to identify Gifted and Talented students. The policy aims to identify the top 5% of students – usually this will include students who have an average GCSE point score of **54 or above**.

KS2 results:

Where CATs data is not available, KS2 results may be used to make an initial assessment.

Subject Teacher Identification:

CVCC recognises that teacher observation and interaction with the pupils is an effective means of identifying highly able pupils. Therefore, alongside any data available, teachers will be able to put names forward based on their professional judgement using subject specific department policies. This list of students will be reviewed on a yearly basis.

3. SUCCESS CRITERIA AND MONITORING

Students will be regularly tested and set targets by subject staff and all students will be encouraged to take an active part in any discussion of their current achievements and projected progress. The success criteria for Gifted and Talented students will be to set and achieve ambitious targets at identified stages in their education. All Nationally 'Gifted' students will be expected to complete 4 levels of progress, and 50% should aim for 5 levels of progress.

The CVCC Gifted and Talented register is a dynamic, working document. While it is formally reviewed each year, Subject Leaders, with the Lead Teacher for Gifted and Talented students will use it throughout the year to help ensure appropriate provision and monitoring.

4. PROVISION WITHIN THE CLASSROOM

All lessons at CVCC will stretch, challenge and support all students through a variety of means and may include:

- extension activities within the classroom which encourage problem solving and thinking skills
- enrichment activities within the classroom to expand student knowledge and frames of reference
- teaching which takes account of a variety of learning styles and intelligences
- the use of modern technologies to allow students to effectively access appropriately challenging activities within the mixed ability classroom

Good practice and staff skills will be developed through the use of Gifted and Talented focus group meetings, departmental and faculty meetings and learning walks.

5. EXTRA-CURRICULAR PROVISION

Extra-curricular activities will build on and develop opportunities for learning which exist as part of the college-wide curriculum and beyond. Students will be encouraged to access or take part in:

- competitions and national challenges
- subject specific workshops, clubs and groups

6. SOCIAL AND EMOTIONAL DEVELOPMENT

The college is aware that any decision relating to the academic achievement and progress of a student needs to be tempered by consideration of the whole child. The implementation of the Gifted and Talented policy will always take account of the impact an action may have on a child's social-emotional development and will give due consideration to:

- their sense of personal involvement in decisions affecting their schooling
- the need for peer acceptance and credibility
- their opportunities to develop character skills such as empathy and resilience

The core aim at CVCC is for all students to excel, including our Gifted and Talented children. Our aim for these students and their peers is to recognise that all individuals have value, that a person is special by their gifts - not more special than any one other person - and that this should be celebrated.