

Parkside Community College Gifted and Talented Policy

1. Rationale and Aims

At Parkside we aim to provide a demanding and liberal curriculum delivered by gifted and talented staff who have high expectations of and model excellence for students. We are proud of the colleges' distinct and inclusive ethos. Very able students are just as worthy of attention as others and are equally entitled to have their needs recognised, supported and challenged. We must reduce under achievement and nurture and develop talent. This talent may be latent and undetected therefore it is essential we are proactive. We must promote best practice, not only within Parkside but in collaboration with the Cambridge City Federation and others. The college aims to provide equality of opportunity for all students to be inspired, motivated and enthused by an innovative curriculum that offers both enhancement and enrichment. Students are encouraged to be both positive and proud of their abilities and to feel valued and supported by all staff. Parkside aims to provide the opportunities and resources to ensure this occurs.

2. Definitions

There is no typical student and therefore no typical very able student. Able students, like all students, show huge variations in personality, attitude, behaviour, (and under-achievement). We do not equate ability with intelligence. It is helpful for staff, governors and parents to have a common understanding of the terminology used. The most able students may be referred to as: gifted, talented, more able, highly able, exceptionally able or high attainers.

A focus on labels that highlight the very "top" of the school population, places too much emphasis on standardised measures of potential, limits expectations and detracts from individuals' needs. We recognize that by identifying a larger cohort we keep our focus on a range of high achievers.

Very able students may show some but not necessarily all of the following characteristics:

- achieve or have potential ability in a wide range of contexts.
- demonstrate specific academic aptitudes or affinity for any curriculum area, subject, or aspect.
- challenge assumptions about ways of doing things and ask challenging questions
- are outstanding leaders or team members.
- may show evidence of high attainment across a wide range of subjects.
- be underachieving, their potential masked by other factors, we may not appreciate or recognise.
- Have both outstanding abilities and special needs.

It is important for all school communities to acknowledge that very able students are to be found in all cultural groups, in all economic groups and across all areas of human endeavour. Criteria are overt and if parents and students wish to discuss identification with staff at the college, they are encouraged to do so: our criteria are not fixed and any list of students is renewed annually ensuring its flexibility.

3. Identification

More able students are recognised through a regularly reviewed list. The DfES defines the gifted and talented students as those at the very top of every school population. At Parkside our intake comprises of a high proportion of very able students; this will mean that our overall percentage of Gifted and Talented students may well exceed the national expectation in some year groups.

Parkside's range of Identification criteria are:

- **We use varied sources of data on prior attainment and potential**
- **Individual teachers' professional judgements**, based on observation and assessment.. Subject specific characteristics for helping to identify more able students are devised by departments and detailed in Departmental Handbooks.
- **Students' own self perception** - through opportunities such as PLP, enhancement and enrichment in class and beyond.
- **Personal Learning Plans** - Identifications can be made by the form tutor, who gains a much broader view of individual students.
- **Parental nominations** - Information from parents may be offered and used.
- **Peer nominations** – Subject teacher/form tutor may become aware via other students.

4. Provision

The learning culture at Parkside must:

- value a wide range of learners' interests and learning styles.
- promote independence and autonomy, support learners in using their initiative and allow for risk taking.
- ensure pupils are able to make links between one context and another without prompting.
- encourage the use of a variety of resources, ideas, choice, methods of assessment and tasks, including ICT;
- involve learners in working in a range of settings / contexts (including seating plans) in / beyond college;
- engage learners in reflecting on the process of how they learn and factors in making progress (metacognition);
- allow learners opportunities to think creatively, divergently, hypothesise about futures, use meta-cognition to challenge e.g. what other ways could we have done....? or how do we memorise ?
- encourage independent / challenging learning;
- promote skills in students for them to judge best/excellent work in a subject
- provide effective formative and summative personalised feedback for all learners to support the identification and motivation of G & T students;
- provide extension at higher levels which challenges higher level thinking/critical thinking and is not repetitive
- instil a culture of questioning and digging deeper e.g. 'compare/contrast/predict/make judgement on' (not just: 'how? what ? When ? Why ? of Blooms taxonomy)
- provide opportunities for learners to take the lead, learn independently work on projects make own choices.

5. G&T within the context of a media arts college

As a media arts college, Parkside aims to engage moving image and media literacy to inspire students in communicating, analysing and developing their own interpretations. The college encourages gifted and talented film makers and showcases their work. The study of media forms and texts provides excellent opportunities for gifted and talented students to engage in key debates in society and to represent their own views using highly complex ideas.

6. Organisational Issues

The pace and differentiation of lessons by task and by level are critical to enrichment. These challenge and use a variety of teaching and learning styles in order to increase motivation, inspiration and enthusiasm. Greater flexibility in the curriculum and extending the range of qualifications available will provide some effective differentiation and will increase as links with partnership schools becomes more established.

Role of Class Teacher

- differentiate specifically for G and T in lesson planning and homework, including via Digital Brain where appropriate.
- show awareness of characteristics of G & T to aid identification within subject area.
- know which students in each class have been identified as G & T.
- provide a range of teaching and learning strategies which extend (e.g. critical thinking, open ended, problem solving).
- target command words which extend very able using, eg. Blooms taxonomy (see Thinkers Booklet).
- set up activities with different 'entry levels' and elements of choice, ensure very able target higher level entry points.
- exploit media ICT to extend very able students.

Role of person responsible for Gifted and Talented students

- share policy and practice with staff and governors.
- attend federation and local network groups meetings in order to share best practice.
- report to governors and liaise with governor attached to G and T.
- inform and communicate with new staff and ITT students
- co-ordinate data on G & T students for identification with and by all staff.
- initiate department reviews of data, processes and procedures.
- coordinate Parkside's involvement in any local Summer School and other Higher Education projects
- raise department and CLG awareness of best practice inside and outside school.
- liaise with National Academy for Gifted and Talented at Warwick.
- monitor learning centre for resources.
- liaise with Heads of year re transfer/transition and learning and attainment.

Role of Form Tutor

- tutors are responsible for ensuring whole student overview through PLP's.
- tutors are required to liaise so that all relevant subject teachers are aware of students abilities.

Role of Subject Leaders

- raise department and CLG awareness of best practice inside and outside school.
- ensure department statement on policy and practice is in department handbook and monitor its application.
- ensure department policy and practice is reflected in scheme of work and appears on agenda regularly.
- contribute to effective criteria and review department record of G & T students in each year group annually.
- monitor effective differentiation regardless of grouping policy, of extension and enrichment activities.
- monitor quality of enhancement lessons which lie within school day.
- monitor that different extension homework's are set and ensure schemes of work specify extension work.
- ensure ITT mentors and staff working with trainees implement policy in relation to classes with whom they work.

Role of Head of Year

- monitor with Form Tutors achievement and attainment of students identified as G & T via range of information.
- celebrate work of all students and identify, as far as possible potential to develop gifts and talents.
- encourage student's participation and promote opportunities for leadership and communication skills.
- monitor with Form Tutors G & T issues arising from PLP's and ensure information is disseminated to departments.

Role of Senior Management – CLG

- ensure triennial review focus on department provision for G & T.
- ensure data availability (wide range) for identification, dissemination, planning and monitor effective use.
- monitor and review policy across whole school and departments.
- ensure identification and provision is appropriate.
- monitor provisions through department line management meetings and team leaders meetings.
- encourage and promote CPD linked with G & T to raise awareness and skills of all staff within resources available.

Role of Governors

- monitor how the school ethos meets the needs of G&T learners in the context of high achievement.
- support the college in the management and monitoring of policy and contribute to review.
- raise G & T issues through their attachment to departments.

Role of HLT/TA's

- where appropriate work with very able groups or individuals and ensure appropriate resources are available..

6. Transfer/Transit

Head of Year 7 gathers data on skills and levels from primary school. G & T students from primary school will be identified on 'transfer' along with relation to specific subject areas. These, alongside CATS scores, provide information about the new intake. This information is added to with individual subjects data. At Parkside we need to be aware that underachievers need to be clearly recorded and identified in the year 6/7 transition and continued to be identified through to year 11 using the identification system (see Identification).

7. Monitoring and Evaluation

Any monitoring or evaluation, in terms of integrity of the policy and its implementation and the effectiveness of its provision, must consider students' workloads and possible effects on motivation / self-esteem. It is done through:

- monitoring the identification of students (G&T coordinator).
- monitoring provision for and academic progress of those students through the school (G&T Coordinator).
- accountability for monitoring Gifted and Talented students identified in their year group (Head of Year).
- updating annually the departmental policy & practice, consistent with whole school policy (Subject leader).
- monitoring progress of G&T students using summative and formative assessment and own observations (class teacher).
- mentoring run for both A/A* and Level 8 students. The cohort is selected by viewing CATS scores/GCSE predictions and discussions with Head of Years (G&T Coordinator).
- specific revision classes are run for A/A* students (class teacher)
- induction session on the G & T policy for new staff to explain Parkside policies and procedures (coordinator).
- the merit system to motivate & celebrate achievement of the more able at Parkside for year 7 students. recommendations to NAGTY (National Academy) - a good method of celebrating achievement throughout the whole school allowing the students to promote the 'clever is cool' ethos. (class teacher)
- achievement of G&T students is tracked using value added data from both CATS and GCSE predictions (coordinator)
- formative information is gathered from PLP interviews and appropriate targets set based on G&T data. Tutors are required to copy and relevant information to the G & T coordinator (form tutors).
- G & T items can be seen regularly on department agendas, in line managers meetings and CLG agendas (subject leaders).
- policy approved by governors (governors).
- students are proud to discuss their achievements (all).

8. Resources

In addition to departmental resources, subject teams should consider bids for development of Gifted and Talented resources and activities via the development fund, Arts Media college funding and federation projects as well as other sources of funding.

Date of approval: (2005)

Review: (3 Years)

Presented to Subject leaders, CLG and Governors Jan/Feb 2005

Appendices

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Appendix 1. Joint statement with feeder primaries regarding G & T provision

In May 2003 a joint statement by Parkside, Newnham Croft, Park Street, St. Paul's and St. Matthew's regarding G&T students was agreed and approved by governors;

As a family of schools we recognise that there are many students whose education is entrusted to us who have particular gifts and talents. Governors and staff of the schools are committed to recognising, encouraging and developing gifted and talented students, and will provide appropriate opportunities whenever possible. Such students may show exceptional ability in their cognitive development, in their expressive ability, in their motor skills, in inter-personal and intra-personal skills.

They are student who may be particularly good at:

- ♦ making mental connections
- ♦ asking demanding questions
- ♦ responding to fresh challenges
- ♦ concentrating for long periods
- ♦ being expressive and articulate
- ♦ generalising from and applying knowledge and skills

We recognise also that some such students are not fully motivated by the ordinary school curriculum, and that this can lead to significant under achievement.

We keep records of student's exceptional ability and this information is shared with parents and student and is passed on within school and between schools when students transfer.

We meet the curriculum needs of gifted and talented student through:

- ♦ enriching the student's learning through, for example, the use of higher order thinking skills or more open-ended tasks
- ♦ accelerating the student's learning through the use of work that is usually done by older student

In most cases we prefer to enrich the curriculum rather than to accelerate it.

Often we can see the outcomes of gifted and talented student in very good test or exam results. However, we also recognise that there are many ways in which exceptional ability does not come through in tests and exams and we are committed to recognising and celebrating the success of the student in our schools in a wide variety of ways.

Appendix 2. Definitions

Acceleration -	Process of moving students out of chronological year groups to work with older, higher attaining students.
Attainment-	What students demonstrate in terms of knowledge, understanding & skills in relation to others in their age group.
Differentiation -	Getting the right teaching to the right student at the right times. Meeting different learning abilities of students by: <ul style="list-style-type: none"> • Providing activities which are capable of producing different outcomes. • Adding additional tasks to the work set for all students. • Providing work matched to the different attainment levels. • Enrichment which adds breadth and range to activities provided for all. • Extension – adding depth and sophistication to activities provided for all. • Providing additional support usually through another adult, to enable success in work which they would otherwise be unable to do.
Enhancement -	Broadening the curriculum to include subjects such as; Archaeology, Astronomy and engineering not covered within the National Curriculum.
Enrichment -	Process of individual students covering a subject in greater depth than usual in a lesson.
Emotional intelligence -	Ability to apply sensitivity about emotions and analyse emotions.
Extension -	Provision for deeper understanding through high level thinking, more complex resources, and activities. It may involve work from higher qualifications.
Gifted -	Learners are those who have abilities in one or more areas apart from art and design, music, PE or performing arts such as dance or drama.
Independent Learning –	The process of learning autonomously with self direction often setting themselves rigorous frameworks. Independent learners have effective research skills and are able to set own research questions and follow them through.
Meta-cognition -	Thinking about thinking and effectiveness of different learning and thinking modes. Understanding how we, as individuals, learn best and using that knowledge to become better learners.
Mixed ability grouping -	A grouping of students within a class, not on the basis of similar capability but with the express intention to mix all capabilities together to offer a variety of abilities in one class.
Multiple Intelligence -	These are the intelligences noted by Howard Gardner. They indicate that an individual may have considerable ability in one or more areas e.g. linguistic, logical and mathematical, musical etc. Different forms of intelligence e.g. linguistic, social, logical, mathematical, musical etc.
Potential -	Predictions, based on current, demonstrated attainment, achievement student might reach.
Personalised Learning -	A learning offer to all students that extends beyond the school context into the local community and beyond which focuses on the individuals potential and learning skills.
Talented –	Learners who have abilities in art & design, music, PE, or performing arts e.g. dance or drama.
Under achievement-	This will occur when a student does not achieve her/his own potential and may be performing at levels lower than expected.
Under attainment -	Not reaching the expected level for the student’s age.
Under challenged -	Low levels of demand placed on a student’s cognitive or physical skills.

Appendix 3. Relevant organisations and websites

The Brunel Able Student's Education (BACE) center (www.brunel.ac.uk)

Britain's first university-based research and teacher support centre (BACE), dedicated to finding the best possible ways to educate able and exceptionally able students. The centre's work is already recognised in the UK and abroad as a major contributor to expertise in this area of education.

Comenius: European cooperation on school education (www.comenius.com)

Supports school partnerships, projects for the training of school education staff, and school education networks. Aims to enhance the quality of teaching strengthen its European dimension and promote language learning and mobility.

Exscitec (www.exscitec.com)

Design and promote programmes that stimulate and motivate students in the fields of science, technology, engineering and mathematics.

Gifted and talented students: Meeting their needs in New Zealand schools (www.learningmedia.co.nz)

Information that supports schools, parents and teachers in meeting the needs of gifted and talented students. Includes case studies, frequently asked questions, government initiatives and upcoming events in New Zealand.

The National Academy for Gifted and Talented Youth: About the National Academy (www.warwick.ac.uk)

The National Academy for Gifted and Talented Youth at the University of Warwick aims to respond to the individual needs of each learner, ensure the highest standards of delivery, provide equality of opportunity and create a supportive and culturally enriching learning community for students.

National Association for Able Student in Education (NACE) (www.nace.co.uk)

Assists able and talented student to reach their full potential by raising awareness as well as giving support to teachers, other professionals and the wider educational community.

National Association for Gifted Student (NAGC) (www.nagc.org)

Provides a forum and support for gifted student as well as their parents, teachers, schools and colleges.

National Center for Biotechnology Information (www.ncbi.nih)

US national resource for the better understanding of molecular processes affecting human health and disease. Creates databases, conducts research and develops software tools.

National curriculum online (www.nc.uk)

OFSTED - Providing for Gifted and Talented Student: an evaluation of Excellence in Cities and other grant-funded programmes (www.standards.dfes.gov.uk)

This report is concerned with the use made by schools of the opportunities presented by the grant-funded programmes. It highlights points for consideration about the nature of the programmes and their relationship to mainstream school provision.

The Open University - Learning Support Technology Unit (www.ebony.open.ac.uk)

The site is a showcase of activities. The unit researches, evaluates and implements new technology to assist in the process of open distance education.

The Standards Site (DfES) (www.standards.dfes.gov.uk)

The Standards Site is managed by the Standards and Effectiveness Unit (SEU) of the Department for Education and Skills (DfES) and provides online services for teachers in England to help raise standards of achievement in schools. Several sections of the Standards Site provide useful information about teaching gifted and talented student:

Excellence Challenge (www.dfes.gov.uk/aimhigherprogramme)

A three-year programme committed to increasing the numbers of young people from disadvantaged backgrounds who apply for and enter higher education. This site includes a number of case studies relevant to 14-19.

The key stage 3 national strategy - Teaching able and gifted students (www.standards.dfes.gov.uk)

This series of optional modules aims to help schools evaluate and develop provision for able, gifted and talented students. Schools and departments can choose to use some or all of the modules within a planned programme of professional development.

The national literacy strategy (NLS) (www.standards.dfes.gov.uk/literacy)

Guidance on teaching able student.

The national numeracy strategy (NNS) (www.standards.dfes.gov.uk/numeracy)

Guidance on teaching able student.

SAPERE (www.allaboutgiving.org)

An educational charity that coordinates training, journals, conferences and developments in Philosophy for student in the UK.

The Support Society for Student of High Intelligence (CHI) (www.users.dircon.co.uk)

Provides advice and support for those concerned with the well being of student of high intelligence.

Train on Stockton (www.train.stockton.gov.uk)

Teaching, resources and information network. Online resource for sourcing and researching materials and for communication in teaching.

Villiers Park Educational Trust (www.villierspark.org.uk)

An educational trust creating partnerships to help teachers and lecturers deliver inspirational lessons for post-16 students, including gifted and talented students.

Westminster Institute (www.brookes.ac.uk)

Researches into able students and is a centre of expertise upon which others may draw. Consults with LEAs, government and other sectors of education. Provides a range of short and accredited courses in the education of able students.

Windsor Fellowship (www.bankstreet.edu/g/scholarships)

Windsor Fellowship inspires minority ethnic people to realise their full potential. Working in partnership with education, employers and the community, demonstrates how the UK's diverse population can add substantial value to the economic, social and political well being of the country

World Class Arena (www.worldclassarena.org)

Is a government initiative, designed to identify and assess students gifted at mathematics and problem solving. Resources include World Class Tests and classroom materials.

Xcalibre: Excellence for the gifted and talented (www.xcalibre.ac.uk)

Will support the aims of Excellence in Cities by offering high-calibre opportunities, such as challenging activities, to gifted and talented students. Will provide a website on enhancing the educational experiences of able young people, with details of distinctive teaching and learning programmes as well as extra-curricular activities.

Young Engineers (www.youngeng.org)

The Young Engineers site aims to inspire young people to recognise the importance and excitement of a career in engineering.

1999-2000 Standards and quality in education (www.official-documents.co.uk)

The annual report of Her Majesty's Chief Inspector of Schools (secondary schools section, paragraph 65).

Caret (www.caret.cam.ac.uk/puzzling/)

CARET Brainteasers And Puzzles website has been set up by the center for applied research into educational technologies which is part of Cambridge University. An excellent website for students to access with brainteasers and puzzles related to specific subjects.