

# Gifted and Talented Policy

Reviewed by PRM: October 2017

Next Review: May 2019



A fundamental value of Ryde School is that all pupils reach their full potential in all aspects of their development. Where an individual has a specific talent in an area such as music or sport the school aims to nurture this talent and provide opportunities for the pupil to develop both in skill and knowledge. Likewise appropriate challenge is provided both in and out of lessons for the most able pupils ensuring they also reach their full potential.

Through this policy we aim to:

- ensure that we recognise and support the needs of our pupils;
- enable pupils to develop to their full potential;
- offer pupils opportunities to generate their own learning;
- ensure that we challenge and extend the pupils through the work that we set them;
- encourage pupils to think and work independently.

## Identification and Monitoring

- **The terms Gifted and Talented** are defined in various ways in different publications but most commonly now a pupil who is outstanding (in the top 5 to 10%, depending on the standard of the cohort) in traditionally academic areas is considered Gifted and if they excel in sport, art, drama or music then they are Talented.
- **Sixth Form Scholarships** are available to both internal and external candidates. The assessment for these awards is carried out in the Spring Term of Year 11. Pupils are assessed both on their chosen subject as well as for general academic ability and interest.
- **Year and subject teachers** will identify those pupils in their charge who they think would benefit from additional stimulus in their curriculum area and stretch them accordingly.
- **Pupils are identified** as being gifted or talented in a variety ways. Those awarded a scholarship in a given curriculum area will be considered to be within this group. Those taking an academic scholarship will normally be within this group for at least one subject. Results from standardised tests (GL Assessment, MidYIS & ALIS) will be reviewed to identify high performing pupils.
- **The Gifted & Talented Co-ordinator** oversees the activities taking place to ensure appropriate stretch and challenge. In addition they organise events for groups of pupils including, but not exclusively, those identified as Gifted & Talented.
- **Teachers and tutors will monitor** each pupil's progress in the usual way (record cards, reports, etc) and any pupil who drops behind in their 'ordinary lessons' will be made aware of the situation and given help to cope, but then withdrawn from the additional programme if necessary.

## Provision

At Ryde School there is an appointed Gifted & Talented Co-ordinator who has a whole school role overseeing all aspects of the provision made for the most able pupils. This person also

As a school we ensure the needs of the most able pupils are met through both enrichment and accelerated learning. For example, the top set in Mathematics has taken GCSE early, and moved on to additional Mathematics.

- **Year and subject teachers** will stretch the most able pupils in their charge through: differentiation (either by task or outcome), setting additional extension work, entering regional/national competitions, clubs, societies, productions...
- **Extra-Curricular activities** such as Rainbows, Brownies and trips to 'Little Canada' and France in the Junior School as well as DofE, CCF, Global Rock, School Plays, Latin, Critical Thinking and Public Speaking and Debating in the Senior School provide real opportunities for all pupils to engage in intellectual activity outside the classroom. There is also a programme of lectures in place to stimulate thought outside the classroom.
- **Clubs and societies** again allow pupils to explore personal interests with guidance from an enthusiastic adult.

**Additional provision** will be made for the relatively small number of pupils in each year who are gifted in a number of areas and for whom the list above is seen as insufficiently challenging. The aim here is to engage them intellectually and make them use and improve their abilities, but the extra demands must not become burdensome.

- **In Years 7, 8 and 9**, gifted and talented pupils who are coping well with the curriculum will be invited to take part in enriching activities.
- **In Years 10 and 11** pupils' top priority will be to aim for A\* or 8/9 grades across all subjects – but broadening activities should still be offered in each subject.
- **In the Sixth Form** individual subjects should again take a lead especially with potential Oxbridge candidates who can be given additional lessons and tasks in preparation for the relevant entrance procedures. In addition, programmes of support are provided for those looking to study medicine or engineering at university. For pupils awarded a scholarship there is a programme of events providing opportunities to engage with academically enriching activities.
- **For all pupils** there is a programme of regular lectures in place to enable pupils to consider issues which provide opportunities for thinking beyond the curriculum.

On rare occasions a very able pupil may move to a Year Group outside their chronological age; such action would only be taken after careful consideration of the social and academic implications.

### **Fiveways and the Junior School**

Programmes for Gifted and Talented pupils are in place and regularly reviewed in Fiveways and the Junior School. Refer to separate documentation for details.