



THE MOUNTBATTEN SCHOOL

School Improvement Committee

Gifted and Talented Policy

February 2021

Review Date: February 2025

Company No. 07560175

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Definitions

The Mountbatten School is committed to Personalising Learning by responding to the needs of all its students. It recognises that in order for students to learn and achieve, they need to be provided with a careful balance of challenge and support. If students are to develop their full potential they need to be exposed to real challenges which require them to think creatively and critically in ways that move them forward in their learning. Without challenge, students are denied the opportunities to reveal their abilities, gifts and talents and to have them nurtured. It is especially important for able students to experience challenge if they are to avoid 'coasting'. The school recognises that the extent and nature of these challenges should vary according to students' personal needs. As such it will identify and respond to the needs of different sub groups within the gifted and talented cohort. These are:

Talented Students have exceptional creative ability which places them in the top 10-15% of their year group. These are the students whose abilities mean they can excel in PE, Drama, Music, Art, and Technology.

Gifted Students have an exceptional academic ability which places them in the top 10-15% of their year group.

Underachieving Students would be classified as able, gifted or talented but because they do not apply their ability, the standard of their work falls significantly short of expectations. They have many of the characteristics of gifted students but they choose not to use them.

The Process of Identification

Before identifying which students are gifted in a particular area, we aim to ensure that all children have had the opportunity to show their abilities in this area. This makes the identification process fair. At The Mountbatten School, we identify gifts and talents on a subject by subject basis and distinguish between ability and attainment. The focus is to identify natural ability. To achieve this, the identification process is based on the principle of Triangulation. CAT scores are a useful indicator of a student's cognitive aptitude, SATS of prior attainment and staff's professional judgment of contextualised ability. In order to ensure consistency of professional judgement, departments maintain a common subject specific checklist of characteristics. This is used to identify the students who are gifted and talented in that subject area. This list of students is recorded in a database which forms the school's register for gifted and talented students.

The Register for Gifted and Talented Students

The register records the names of students who have met the criteria for being gifted or talented in at least one subject area or more. The register is updated regularly by all staff. It is a working document that serves the following purposes:

- To celebrate across the teaching staff, students' achievements in individual subject areas.
- To encourage staff to see which of their students other subject areas have identified. To encourage staff to build on these other abilities within their subject area.

- To raise staff awareness of the number of students who have the ability to excel at something.
- To identify those students who excel across the board so that their development can be managed and so that potential cases of overload can be identified and responded to.
- To identify those students who are able underachievers so that appropriate support can be given.
- To ensure that staff are aware of their new students' abilities when they start the academic year with new classes.

Learning and Teaching

Departmental Schemes of Work and teachers' lesson plans should provide opportunities for gifted and talented students to be challenged. These opportunities should be drawn from the following methods of good practice:

- Adding breadth (providing a broader range of content, tasks and resources).
- Increasing depth (extension through complexity).
- Accelerating the pace of learning within or across key stages.
- Promoting independence of thought and learning.
- Supporting reflection and self-evaluation.
- Developing 'higher order' creative and critical thinking.

The Mountbatten School recognises that a variety of grouping strategies can be used to help more gifted and talented students develop. Within learning groups, there should be opportunities for these students to work with other students of a similar ability, especially in discussion work and problem solving work.

The school provides all staff with a toolkit of strategies for developing higher order thinking, independent learning, and the engagement of able underachievers.

Guidance and Achievement

The Mountbatten School values all its students, not just as learners, but as human beings. We do not accept the view that gifted students are better adjusted and more resilient than other students to the problems and pressures that teenagers face. We do accept the view that some groups of high achieving students are more susceptible than others to problems and pressures such as 'the demons' of perfectionism, low self-esteem, introversion, burn out, stress and depression. In addition we recognise that students' social and emotional development may not be as advanced as their intellectual or creative ability. As such the school supports these students through the Guidance and Achievement system of Tutors and Heads of Year. The school uses staff mentors and learning coaches to support these students in their personal and academic development, while the Learning Support Department works actively to identify and respond to their learning needs.

Roles and Responsibilities

Classroom Teachers, with the help of their Head of Department, will:

- Identify which of their students are gifted or talented, making use of the subject specific list of characteristics.
- Follow, and where appropriate, help develop Schemes of Work to deliver learning activities that stretch and challenge gifted and talented students.
- Deliver appropriate differentiation/extension activities in and beyond lessons.
- Recognise, celebrate and reward the achievement of all students.

Heads of Subject and Key Stage Co-ordinators:

- Co-ordinate the identification of gifted and talented students in their subject area.
- Provide Schemes of Work that contain differentiation/extension activities.
- Ensure that differentiation and extension activities are being used by teachers.
- Monitor the delivery of the gifted and talented strategy.
- Monitor the progress and attainment of gifted and talented students in their subject area.

Senior Leader (Deputy Headteacher) and the Gifted and Talented Lead Teacher:

- To audit and monitor the school's gifted and talented provision.
- To develop the school's gifted and talented strategy, to manage its implementation and to evaluate its effectiveness.

Policy approved by the School Improvement Committee

Date: 2 February 2021

Signed Andrew Gunn

Date: 04.02.21

Chair of School Improvement Committee

Signed: Jill Hall

Date: 04.02.21

Chair of Board of Governors