

Senior School

Gifted and Talented

Policy

Policy for supporting the Gifted and Talented Pupil

Students may be Talented when they have particular ability in Art, Drama, Music, PE or any sport or creative art. Gifted students have particular ability in any other curriculum subject. Research suggests that in a comprehensive school with a full ability range it might be expected that 5% of pupils would be 'gifted' and 2% 'very able'. It also suggests that these figures can be misleading, as most gifted and very able children possess their exceptional talents in only one or a few curriculum areas. It is therefore possible for anything up to 30% of pupils to come into this category when all subjects are considered.

At Putney we believe that all our girls are highly gifted and the majority could be described as gifted or talented at some stage in their school career in academic, sporting, musical and artistic fields. We aim to support each pupil during her time here. In addition, there are some girls who are exceptionally able or exceptionally talented and we aim to provide opportunities for those students to engage with across all year groups.

We aim to:

- Enable students to maximise their potential within and outside the curriculum;
- Ensure that there is a shared purpose with regard to our Gifted and Talented pupils and a consistent approach across the school which promotes good practice, flexible & independent learning and the use of a variety of teaching styles incorporating higher level thinking skills;
- Create an atmosphere that encourages excellence and is accepting of difference;
- Raise awareness of and to enable the consideration of issues facing this group of students;
- Give guidance on the procedures followed at PHS in the identification and support of these pupils;
- Foster partnership with parents to ensure that girls make progress, and to recommend to parents when additional support is needed;

This policy links with all other school policies such as the Curriculum and Assessment policies, Equal Opportunities and Special Educational Needs.

Identification:

- It is the whole school's responsibility to identify and support gifted and talented students. The criteria should be multiple and flexible. A mix of formal and informal assessment, which is inclusive in approach, will provide every pupil with an opportunity to show what they are capable of achieving. Identification is an ongoing process.
- Girls are identified using three different criteria: external tests (such as MidYIS, GCSE and A Levels), internal examination results and on recommendations from members of staff.

In Year 7 all girls take the MidYIS test which will identify girls above a mean score 130. This is used as the initial basis for the G&T register.

Girls will also be put onto the G&T register if they receive three or more teacher nominations in three or more separate subjects.

Any girl who gains a scholarship (academic, music or sport) in Year 7 is also automatically put onto the G&T register.

Year 12 are added on the basis of their GCSE results initially: any girl who achieves at least 8 A* grades, or at least four Level 9's is added to the register. They are also added if they gain a 16+ scholarship. More will then be added if they gain two or more subject nominations from their teacher, in November/December.

Talented musicians may be Music scholarship holders, students attending music conservatories or students who have achieved level 8 at the end of Y9 in their chosen instrument. This decision is made at the discretion of the department.

- The school has developed the use of Art, Drama, Music and PE scholarships at 6th form level as well. These students may be considered to be exceptionally talented in these areas. Each department has developed their own criteria against which girls of exceptional ability in the subject can be compared. The G&T register is issued to departments in the summer, following the end of year examinations, and girls from Years 7, 8, 9, 10 and 12 are recommended to the Gifted and Talented Coordinator for the forthcoming academic year. Girls going into Year 12, from Year 11, are reviewed in November/December, following their GCSEs, to give teachers time to get to know their classes. Similarly, new Year 7 students are reviewed in February/March, allowing time for teachers to get to know the new students.
- The register is reviewed annually. This enables appropriate support to be given for each girl and appropriate targets to be set for girls at reporting time.
- At the primary/secondary transition stage girls from Lytton Grove, who are gifted / talented, are noted and the information is passed to the form tutor and the Head of Year.
- Once the register has been updated in the Summer Term, the newly updated data is shared with teachers. Staff should ensure that these girls are identified in their planning.
- We do not formally identify girls as Gifted and Talented to avoid potential demotivation; the list is confidential and should not be discussed with girls.
- Any concerns about support of Gifted and Talented girls should be passed to the Gifted and Talented Coordinator in writing.
- Pupils may be raised at the weekly briefing meeting or in departmental meetings.
- The Gifted and Talented Coordinator will liaise with the Deputy Head Academic, Director of Assessment and Enrichment, and HODs to ensure that girls and parents are given appropriate guidance regarding enrichment activities, summer schools, and other activities as appropriate.
- The Gifted and Talented Coordinator will also work with key personnel at KS3, 4 and Sixth Form and liaise with the World Class Universities coordinator, and the Junior Gifted and Talented Coordinator to promote the Gifted and Talented programme.
- Every department has a designated G&T Representative to ensure ideas are disseminated across the school. These Representatives attend three whole-school G&T meetings a year.

Teaching and Assessment:

- Providing for gifted and talented pupils is a whole school issue. It is the role of every teacher to plan for the needs of their gifted students. Provision for gifted and talented students should be seen as an integral part of effective school practice.
- Gifted and Talented Representatives were introduced in 2012 to support the whole-school Gifted and Talented Coordinator. They act to cascade key ideas and updated strategies back to their departments. This has increased the consistency of the gifted and talented policy across the school.
- Subject teachers have a key role in determining both the curriculum offered as well as the actual classroom approach/tasks within their subject. The teacher is the most important support to the student and Schemes of Work should provide differentiated tasks and opportunities for a mix of broadening (enrichment), extra depth (extension) and moving ahead in the curriculum (acceleration). Although this has been looked at by departments in general terms since 1998, the identification of high order thinking activities and debating opportunities within SOW is still developing. Providing a differentiated programme that stimulates and challenges students across the range of abilities, will aid identification, provide an environment in which gifted students can flourish and raise expectations for all pupils. In February 2015, whole-school inset on differentiation encouraged departments to adapt their existing SOW to suit both SEN and G&T students and since 2016 annual Gifted and Talented twilight CPD sessions have been made available to staff to attend as part of their professional development.
- Provision should build on a sound base of challenging day-to-day classroom provision supplemented by school-wide and out-of-school opportunities that enable pupils to develop their individual strengths. Each Department has identified their provision within their handbooks and where appropriate identifies targets specific to Gifted + Talented provision in their annual departmental audit/developmental plan, should HODs see fit.
- The Super-curricular programme in the Sixth form and to Y10&11 regarding Oxbridge admission as well as specialist groups such as Medical Society, Debating, PIE (Putney Ideas Exchange) and PIE+ Lecture Series have been established to provide wide-ranging opportunities for girls to develop their talents and interests.
- All KS3 students (Yrs7-9) all have a stretch and challenge competition, designed specifically to each year group, which provides girls with the opportunity to engage with work independently and at a high level.
- The Oxbridge programme supports girls who are identified as having gifts/talents that enable their application to highly competitive courses such as those at Oxbridge, Medicine, English and Law.
- Extension reading booklets are issued to all year group, including Sixth form, based on recommendations from the English Department. These are updated annually.
- Achievements, gifts and talents are recognised by girls, staff and parents. Newsletter, Magazine and Press articles as well as presentations at assemblies foster this culture of achievement involving the commitment of everyone connected with the school, celebrating and rewarding the achievements of all pupils.
- The effectiveness of the programme will be evaluated annually by the Gifted and Talented Coordinator and Director of Assessment and Enrichment.

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