



GIFTED AND TALENTED PROVISION

The Gifted and Talented provision at Reigate School ensures that our higher-ability students become higher achievers. All students should be motivated by recognition of their strengths in an atmosphere where their educational, social and emotional needs are met. It is the responsibility of all teaching staff to ensure the needs of those students are met.

Definition

Gifted and Talented learners can be defined as, ***“Those who show outstanding achievement or potential ability in a wide range of contexts. They may have specific aptitude, may be particularly creative or may be outstanding leaders or team members.”*** (DfE)

A Gifted student is one who is in the top 5-10% of the student population and who 'has the capacity for or demonstrates high levels of performance in an academic area'. (DfE definition)

A Talented student is one who is in the top 5-10% of those with a domain specific ability in a non- academic area:

- Physical talent
- Visual / performing abilities
- Mechanical ingenuity
- Creativity

Therefore, Gifted and Talented (G&T) work is targeted at the top 5-10% of students, regardless of the ability profile of the students at the school. Gifted refers to aptitude in academic subjects, whereas Talented refers to an aptitude in creative/expressive arts (including drama and music) or sport.

Identification

Students can be either generically Gifted or identified as Gifted in up to three different subjects excluding those which identify students from a specific domain i.e. Art, Art Textiles, Dance, Drama, Music and PE. Students identified by the latter departments are referred to as Talented and students can be Talented in one, some or all of the relevant subjects.

1. All parents of students who have been identified as generically Gifted and/or Talented will be notified of their child's inclusion on the register by the G&T Co-ordinator.
2. Identification as Gifted has no bearing on whether a student is identified as Talented and vice versa.
3. Only students who are identified as generically Gifted will be highlighted as such on SIMS.

4. Each of the following criteria is sufficient but not necessary for a student to be identified as generically Gifted:
 - i. Scoring within the top 7-10% in their year group at the end of Key Stage 2 across all of the externally assessed SATs;
 - ii. Receiving four or more departmental recognitions from the relevant departments during an academic year.
5. The nomination of Talented students will rest largely on the judgement of the relevant Head of Department as to how well the student meets the subject specific criteria. Talented students can be removed by the relevant Head of Department via a request with justification to the G&T Co-ordinator.
6. Once a student has been identified as Generically Gifted they remain on the centralised SIMS register regardless of their attainment.
7. Teachers must familiarise themselves with the subject specific criteria used for identifying Gifted & Talented learners. These will be found in their department handbook.
8. All staff must clearly identify the Gifted and Talented learners for their subject area in their class registers.
9. For a departmental nomination, teaching staff provide evidence to support this nomination to their Head of Department, who if they are in agreement, pass this on to the G&T Co-ordinator.

Provision

Effective schools continually evaluate teaching and learning in order to assess how students progress towards achieving their potential. Provision for our Gifted and Talented students is the responsibility of all departments and teachers within the school.

1. Each department through schemes of work and guidance given in lessons should provide opportunities for students to develop and fulfil their G & T potential, as well as meeting their educational, social and emotional needs.
2. Regular opportunities must be available in department meetings to discuss and develop provision for G & T learners.
3. Differentiation should be used to encourage and motivate G & T learners. It is a powerful tool for student learning and can take many forms. This can include:
 - differentiation by outcome
 - differentiation by task, including homework and assessment
 - developing and adapting resources, including research
 - the use of student groupings

4. Enrichment opportunities in the classroom and beyond should be made available.
5. Provision should be made for an effective learning environment including ICT, resources, celebration of achievement.
6. Where a student is identified as Gifted in a department but does not meet the criteria to be on the generically Gifted register, it is anticipated that they will receive the same teaching and learning opportunities as a student within that department who is generically Gifted. However, these students will be primarily monitored by the G&T representative within that department.
7. Where appropriate, students will be registered with national and international organisations providing for G&T students.
8. Each department will nominate a G&T link who will be expected to co-ordinate and promote G&T activities within their department.
9. Each Year Group will nominate a G&T link who will be expected to co-ordinate and promote G&T activities for their year group.
10. The G&T Co-ordinator will need to monitor and support financial provision where it is feasible to do so.

Monitoring and Evaluation

The evaluation process is designed to assist senior leaders and teachers to plan for improvement and to target resources more effectively. It should also increase teacher understanding of what works and engender confidence to try new things.

1. All departments will be expected to analyse assessment data at least once a term for all of the identified G&T students that they teach.
2. All Heads of Year are expected to analyse assessment data at least once a term for all of the identified G&T students in their Year Group.
3. It is the responsibility of the relevant department to put in interventions for G&T students judged to be underachieving in their subject. Tactics to stimulate and support these students may include:
 - Acceleration, e.g. fast-tracking, early entry;
 - Extension, e.g. using Bloom's Taxonomy to develop higher order thinking skills;
 - Information Advice and Guidance, e.g. making students aware of career opportunities for high achievers.
4. Head of Departments must continually ensure that as SEND needs are met through a scheme of work, G & T needs are also met.

5. Through their own departmental review, including book checks, lesson observations and tracking data, Head of Departments must ensure school policy is met for G&T students.
6. Teachers must familiarise themselves with all identified G&T students in their classes and cross reference them to exam and test results to ensure they are making the correct level of progress.
7. Teachers and departments must use the information from the G&T Co-ordinator to inform expectations, monitor progress and self-evaluate.
8. G & T provision is integrated into performance management, target setting, assessment, planning and analysis.
9. New staff are inducted in policy and practice relating to G&T students.
10. Performance by G&T students will be monitored and evaluated by SLT following every report, formal assessment and ultimately external tests.