



CARDINAL HEENAN
CATHOLIC HIGH SCHOOL

CARDINAL HEENAN CATHOLIC HIGH SCHOOL

Gifted & Talented Policy

Cardinal Heenan Catholic High School

Policy For Able, Gifted And Talented Children

1. School Mission Statement

Cardinal Heenan Catholic High School: *Putting our Faith in Education*

Our Mission

This school exists to serve the Catholic community in providing education of our young within a faith environment, grounded in the vision of Jesus Christ. Our school aims to ensure that all are able to realise their potential, take their responsibilities seriously, respect themselves and others, and grow in the love of God. We aim to serve each other, the Church, parents and the wider community.

We recognise that every person is created in God's image and we value every individual as an equal and with unconditional acceptance. We strive to create an atmosphere where each person is inspired, encouraged and supported to the highest levels of educational achievement.

Our Goals

Worship

To celebrate our faith by creating structures and encouraging attitudes that will make prayer and liturgy highly valued, with all members of our community becoming involved.

Attitudes and Values

To create within the school a caring community that respects the dignity, integrity and individual needs of all and to develop an understanding and pride in the diversity that is our school's and this country's heritage. In so doing, to ensure that this is a place of truth, honour and kindness where the values of the gospel are seen in all that is attempted and achieved, and where the love of God touches all who come into contact with the school.

Achievement

To provide all pupils with the means and opportunity to identify and develop their potential intellectually, physically, spiritually and socially, through a balance of self discovery and excellent teaching.

Community

To value the diversity of people's backgrounds and faiths in our global community and to promote equality of opportunity for all. In so doing, to work with partners, other schools and local businesses to develop life-long learning opportunities and to establish the school in the wider community.

Using Our Talents

To use the expertise and resources of the school's specialist language status in developing innovative practice and raising standards across the school.

2. Rationale

The Policy for Gifted and Talented pupils supports a key aspect of our school mission statement: that every pupil should be assisted in the recognition of, the nurturing and the development of their individual and God-given talents.

3. Aims of the policy:

- i. The school will ensure that more able pupils are provided with an appropriate curriculum and that their education is challenging, stimulating and enjoyable. It will be underpinned by high teacher expectations and active support.
- ii. The school will seek to offer children varied experiences and opportunities designed to help them to develop their specific skills and talents. The school will provide guidance that takes account of different methods of learning and which allows potential to be translated into performance.
- iii. In the spirit of its mission statement, the school will seek to create a secure and supportive learning environment in which the most able feel encouraged to succeed and where their achievements are recognised and celebrated by all members of the school community with the expressed aim of raising the aspirations, motivation and self-esteem of this cohort.

4. Definitions

The school accepts that there is no fixed definition of 'gifted', 'talented' or 'more able children'. Contributions to the debate point to the intrinsic difficulty – ie that 'able pupils are a diverse and disparate group'

[Source: Research Centre for Able Pupils, Oxford Brookes University 2002]

DfEE/QCA Guidance 2001 states:

' It is important not to focus too heavily on definitions.

Given that there is no typically gifted and talented student, the important task for teachers is to provide effective provision for those students in the context of providing opportunities for all students to excel. Gifted and talented students form a diverse group and the pattern and range of attainment will be varied.'

The school recognises, in line with DfEE guidelines, that 'gifted and talented pupils are those pupils who achieve, or have the ability to achieve, at a level significantly in advance of their year group.

'able' pupils are typically advanced in comparison with the average for their year group but not significantly so.

'gifted pupils' are those who have abilities in one or more subjects in the statutory school curriculum other than art and design, music and PE.

'talented pupils' are those who have abilities in art and design, music, PE, sports, dance or drama.

In line with the guidance the school will identify a gifted and talented cohort of between 5% and 10% of the total number of pupils on roll with equal weighting being given to each year group. This percentage will reflect the ethnic minorities proportion of the school population.

In each year group at least two thirds of the gifted and talented cohort will be identified as 'gifted' and one third as 'talented'.

We recognise that some pupils will be both 'gifted' and 'talented' and that some pupils will have 'all round' ability whereas some will be very able in specific areas.

5. Identification

Identification of this cohort is not an exact science and the school will draw upon the guidance materials from the DfEE, from Ofsted and from Education Leeds. We will also draw upon examples of good practice from our partnership schools to inform the selection process.

Core Principles of Identification

- The policy will be based upon inclusive approaches to identification. It will be applied fairly ensuring equality of opportunity for all pupils. It will recognise that some gifted and talented pupils may have special needs and that some special needs pupils may be gifted or talented. It will recognise that sometimes behavioural and /or emotional difficulties may mask significant talents and abilities and sometimes the problems should alert us to the presence of high ability or talent.
- **The policy is designed to identify those pupils who achieve, or have the ability to achieve, at a level which is significantly in advance of that expected of their peers in one or more areas.**
- Identification will be based upon a range of data, quantitative and qualitative:
Quantitative data to include the results of national curriculum assessments, teacher assessments, public examinations, CATs, Fischer Family Trust data and appropriate music, art or sporting assessments
Qualitative information could include teacher assessment or nomination, scrutiny of pupil work, transfer details, subject specific checklists referral by those closely connected with the pupil: parents, TAs, carers and other adults. Where appropriate, it could include discussion with the pupil concerned or with other pupils.
- The policy will recognise the need to identify gifted and talented pupils who are underachieving recognising that underachievement can be related to motivation, personality, home background, personal issues or health problems.
- The policy will recognise the need to consider pupils who achieve highly on tests of potential but who are failing to achieve in school-based tests.
- The identification process will take account of those pupils who obtain high scores on non-verbal tests recognising that these pupils often struggle to achieve their potential in a school curriculum which favours linguistic ability.
- There must be flexibility as pupils may be added to or removed from the cohort. Procedures must be in place to respond to the needs of gifted or talented pupils who join the school community mid term.
- The Gifted and Talented Co-ordinator and the Gifted and Talented / aimhigher support co-ordinator, in consultation with the Raising Achievement Co-ordinator, the Senior Leadership team and the Curriculum Leaders, will decide on how parents and pupils are informed about inclusion or removal from the cohort.

6. The Register

Identified pupils will be placed on the school register which will be circulated to all staff.

The register will be reviewed twice a year and Curriculum leaders will be responsible for tracking and monitoring the progress of pupils identified as 'gifted' or 'talented' in their subject area.

7. Provision for the Gifted and Talented pupils

All Heads of Departments and Curriculum Leaders are responsible for ensuring that gifted and talented children are catered for within their subject area through the provision of appropriate differentiation and through the use of extension materials and opportunities.

HODs/CLs should ensure that all teachers in their department know who is gifted or talented in that subject area. They should note this in markbooks and ensure that progress is monitored and tracked. HODs/CLs should also check that teachers are aware that although not gifted or talented in their subject area a pupil may be on the register for above average abilities in another subject area.

HODs/CLs are asked to include, at least once a term, the monitoring and tracking of the gifted and talented pupils in their subject on their departmental agendas and to discuss intervention strategies with their team, with HOYs and with the gifted and talented coordinator if identified pupils appear not to be achieving their potential.

HODs/CLs are also required to make provision for the inclusion of pupils who move from other schools or who, although initially identified, appear no longer to justify inclusion on the register. In these cases careful and sensitive consideration must be given to an analysis of the individual progress/circumstances to ensure that there are no other areas of support that could be called upon to assist the pupil in maintaining his/her place if that is deemed appropriate. [for example serious home difficulties could impact negatively upon a pupil at a given time and mask, albeit temporarily, their underlying academic abilities.

The capitation budget allocated to departments includes an element designed to support the provision of resources, equipment and opportunities for pupils identified as gifted and talented.

In addition to departmental provision extra resources and opportunities have historically been made available through the use of the school's Gifted and Talented budget. Although government funding no longer targets this cohort, the school will always explore opportunities to provide challenging and enhancing opportunities for pupils: external visits, Maths Challenge provision, extra musical resources, visiting speakers / workshops, professional coaching, debating and motivational seminars.

We have created enriching opportunities for pupils through our work towards the Stephen Lawrence Education Standard which we achieved in October 2010. Pupils have created, led and delivered a series of high profile presentations to large audiences of adults and children around the city and within school, including: The National Launch at the Royal Armouries, the faith Cluster Launch in school, the Rosa Parkes symposium at Bradford University and an education Leeds training session for teachers at South Leeds CLC.

As a result of our Language College status we are able to offer gifted linguists opportunities to study a range of languages which have included: Latin, Gaelic, Japanese, Italian and Polish.

Despite the recent re-structuring of aimhigher, we have worked closely with the local wedge to collaborate in joint activities designed to enhance the provision for gifted and talented pupils within our area and to provide opportunities for inter-school cooperation. Recent activities include: Enhancement mornings for Year 9 pupils with master classes in English, Maths and Science, a three day Reach for the A* s course in English, Maths and Science held at Leeds Metropolitan University and a Global Heritage Day. The debating society has provided gifted and talented pupils with many opportunities to attend weekend competitions at Durham University and to participate in prestigious debating competitions such as the MACE where we have competed with older pupils, many from the private sector. The music and drama departments provide regular opportunities for talented pupils to perform at internal and external concerts and to take part in the school production.

Resources

Enrichment Activities for Gifted Children: John Senior and Julian Whybra

This resource is aimed at supporting the secondary-aged gifted and talented student. It contains a great variety of enrichment and extension activities which can be used in all subject areas and which are designed to stimulate thought, extend horizons and raise self-esteem.

Teachers' notes are included and all materials can be photocopied.

A copy of this resource can be found on the staff shared area and a hard copy is available.

Staff are reminded of the DfES publication, 'Key messages for teaching able, gifted and talented pupils', which is still useful in helping departments to consider how best to provide for gifted and talented learners. This contains subject-specific advice and a useful booklist for further reading. New staff can obtain a copy from their CL or from my office [AO1]

C. Brown