

Hulme Hall Grammar School

Gifted and Talented Pupils

Beliefs and Values

At Hulme Hall Grammar School, we believe that all children are entitled to an education that will enable them to develop their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social by providing a challenging learning environment.

We realise that all pupils have individual needs and it is this which puts personalised learning at the forefront of our teaching and learning. Therefore, we are committed to providing a sufficiently challenging curriculum for all of our pupils. Accordingly, we will provide opportunities to identify and, in turn, nurture those who are more able by finding additional outlets for their abilities.

All pupils have an entitlement to the following:

- Staff commitment and training to develop pupils' full potential
- Lessons that stimulate, engage, challenge, inform, excite, and encourage through partnership and dialogue with teachers and other pupils and active participation in lessons.
- Courses that lead to examinations and accreditation.
- Skilled, well prepared and informed teachers who have an understanding of whole school needs, problems and policies, especially those concerning issues relating to those pupils identified as being more able.
- An entitlement beyond subject teaching, including preparation for adult life and preparation for the world of work. This should include extra curricular activities, CPSHE activities and counselling.

Definition

In defining what is meant by the term 'gifted and talented', we have adopted the following definition:

- Those who show an exceptional ability. This might be in a curriculum area such as Mathematics, Music, Art or in sport or perhaps in a less easily acknowledged talent like leadership, creative imagination or social maturity.
- These pupils who possess a general academic learning ability that is significantly greater than that of most of their peers.

An additional definition is provided in this handbook.

Identification

No one method of identification can be entirely accurate since specific subject criteria will vary. Therefore, we endeavour to obtain as much information about individual pupils as possible. The methods employed are as follows:

- Information from junior schools.
- Internal assessment and testing prior to entry.
- Baseline assessments carried out upon entry into the school
- Specific criteria developed by subjects or their professional associations.
- A whole school tracking system
- Teacher/parent/peer/self nomination

Evaluation

As with all of our school policies, the transfer to consistent practice across the school is vital and therefore we seek to evaluate our progress. The responsibility for evaluation will fall to the G & T Coordinator who will report directly to the SLT. Results of evaluation will be discussed annually at senior team meetings and shared with the teaching staff as well as the governing body.

Arrangements for Coordinating Provision

- The appointed Coordinator for Gifted and Talented pupils coordinates and champions the school's response to meeting the needs of the more able pupils in the school.
- A key link person is identified for each curriculum area to liaise with the G & T Coordinator and has established mechanisms for coordinating and monitoring progress of the more able students.
- All schemes of work are supervised by Heads of Departments and should include specific enrichment material and ideas on a module or half termly unit.
- An awareness amongst all staff of their role in the identification of more able pupils exists, based on subject specific criteria and the need to make the curriculum sufficiently challenging.
- A Gifted and Talented Register is in place, collated and regulated by the G & T Coordinator and distributed to all teaching staff.
- CPD continues to take place for staff, allowing them to address the requirements of G & T pupils with regard to Senior Management, developing teaching and learning styles within individual subject areas which takes account of differentiation, enrichment and extension and AFL strategies.
- Half termly assessment of pupils' potential and performance in all subject areas.

- Regular monitoring and reporting to the G & T Coordinator of individual pupil performance.
- An audit of enrichment and extension opportunities provided by the wider curricular programme, led by G & T Coordinator.
- The encouragement of pupils to enter local and national events, including residential courses and competitions.
- The provision of discreet pastoral care (where required) on an individual basis.
- A Mentoring Programme where appropriate.
- Opportunities for more able pupils to work together.
- Recognising, celebrating and rewarding of achievement by all pupils.
- Close liaison by the school with external support agencies and the home.
- Mechanisms to identify and address underachievement.

Responsibilities

Heads of Department

- To cascade information passed on from G & T Coordinator and to advise members of department.
- To identify pupils who meet and surpass assessment criteria.
- To pass these names onto the G & T Coordinator.
- To provide schemes of work which contain enrichment/extension material for identified students.
- To ensure that teachers have registers that inform members of department of range of ability and identify the more able.
- To ensure that the enrichment/extension material is being used by subject teachers.

Assistant Head (Curriculum)

- To monitor schemes of work.
- To work with the G & T Coordinator to support and oversee the process and activity.
- To include items concerning provision for more able student on meeting agendas.

Gifted and Talented Coordinator

- To gather names of identified students from all curriculum areas.
- To monitor the provision being made across the school for more able students.
- To categorise information received on able pupils and to communicate back to SLT and Heads of Departments.
- To evaluate the progress being made by G & T pupils.

- To use prior attainment data to prepare a register of the top 5 - 10% of each cohort year.
- To prepare courses of action for pupils identified as gifted and/or talented (by agreement with SLT)
- To recommend areas for staff training and development with regard to departmental and whole school provision.
- To consider the list of identified pupils on an annual basis.