



Policy for Gifted and Talented Pupils For Senior and Junior Schools

Croydon High School is committed to ensuring that all pupils maximise their potential: the school celebrates achievements and rewards success at all levels. However, we recognise that in each cohort there will be students who achieve at a particularly high level.

A **gifted** pupil is one who has academic ability which places them at a level significantly above average for their year group in school.

A **talented** pupil is one whose abilities in sport, or the arts are significantly above average.

Both terms merit equal status.

Aims

- To encourage an ethos which values academic ability
- To identify and support gifted and talented pupils
- To provide opportunities to work at a higher cognitive level
- To provide opportunities for pupils to develop specific skills and talents
- To support teachers in their work with the most able students
- To ensure intellectual challenge across the curriculum
- To support gifted and talented students both intellectually and socially
- To enrich the curriculum
- To promote access to external opportunities

Identification

At Croydon High the agreed identification criteria for **gifted pupils** are:

- **Objective test data:**

Senior School:

MidYIS score of 126 or above
A* results at GCSE in at least 8 subjects
A grades in all AS modules

Junior School:

PIPS score of 70 or above
Staff referral based upon observational evidence and class based assessments

- **Senior School department referral:**

In line with department criteria.

It is recognised that not all exceptional ability will be identified by traditional tests and not all test results are 100% reliable.

Talented pupils will be identified by:

- **Referral from teachers** in line with department identification criteria
- **Recommendations** from previous schools or recognised groups involving extra-curricular success

The DfE suggests that gifted and talented pupils will be the most able 5-10% of pupils in each cohort.

A register of G&T students will be published annually and updated termly (Senior School). We do not consider a pupil's ability to be fixed and it may develop significantly over time. We aim for a **'best fit' model** that draws on a range of evidence including **qualitative & quantitative** elements and a **continuous cyclical process of identification and review** rather than a one-off process.

The stage at which high potential is demonstrated will vary from one child to another. Students may be added to the register at the termly review if they meet the criteria: some students may be taken off the register if staff decide they need different provision. Teacher observation plays an essential part in recognising high potential. In the Junior School addition or removal of a girl from the Gifted and Talented register must be discussed with the Gifted and Talented co-ordinator as well as any relevant subject staff. Updates will be communicated with all staff via the register on the staff server.

Liaison with Parents

Ongoing formal and informal discussion between parents and staff will ensure that parents are kept fully informed of their daughter's achievement and any provision being made for her. However parents will not, as a matter of course, be informed that their daughter has been added to the Gifted and Talented register.

The register of G&T students will be distributed to all staff via the staff server. Disability or learning differences will not prevent a student from identification.

It is recognised that students identified as gifted and talented by these criteria may be disaffected or embarrassed and not wish to be identified. Such pupils will need particularly sensitive support.

Support

The DfE argues that **identification & provision are inseparable**, because identification includes spotting potential through participation in learning opportunities. Croydon High School recognises the complex needs of the exceptionally able and seeks to support them through opportunities for enrichment and challenge within the classroom. These **may** include:

- Adding breadth through a broader range of texts and tasks
- Adding depth by expecting more detail and complexity
- Accelerating the pace of learning by tackling objectives earlier
- Promoting independent learning

Other *special* opportunities **may** include:

- enrichment or extension classes within school led by staff or local/national 'experts'
- links with other schools
- Students may have a nominated mentor and/or mentor others either in person or by e-mail
- Being a nominated mentor and/or the challenge to mentor others either in person or by e-mail
- Departments will offer provision in their own appropriate way. These could include:
 - Differentiated materials and higher order tasks
 - Grouping by ability
 - Differentiated homework tasks
 - Masterclasses
 - Online academic enrichment courses (e.g. Future Learn)
 - Inviting them to participate in the Altitudo curriculum (Junior School)
 - Inviting them to participate in the whole school G+T annual project

We are aware that there is sometimes peer pressure to underachieve.

We recognise that gifted pupils are not always easy to teach.

We encourage all students to be independent learners and to take advantage of enrichment opportunities.

Monitoring Gifted and talented pupils

- Academic departments should inform the Assistant Head (Curriculum) to:
 - identify new students according to department criteria
 - state concerns about underachievement of girls on the current register
 - give information about successful activities for the most able

Policy reviewed by M Pickering (Assistant Head) and S Raja (Deputy Head, Junior School)

Next review date: February 2019