



Croydon High School GDST Junior School Gifted and Talented Policy

Responsibility: Deputy Head of Junior School

Last Review: September 2022

Next Review: September 2023

Croydon High Junior School is committed to ensuring that all pupils maximise their potential. We encourage an ethos which values academic ability and we celebrate achievements and reward success at all levels. However, we recognise that in each cohort there will be pupils 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 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 pupils
- To ensure intellectual challenge across the curriculum
- To support gifted and talented pupils both intellectually and socially
- To enrich the curriculum
- To promote access to external opportunities

Identification

At Croydon High Junior School we have agreed the following identification criteria for Gifted and Talented pupils.

Gifted pupils

- Objective test data – GL data showing either a CAT/PTE/PTM of 135 or above
- Staff referral based on observational evidence and class-based assessment

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

Talented pupils

- Staff referral based on observational evidence
- 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.

The Gifted and Talented Register

The register of Gifted and Talented pupils will be distributed to all staff via the staff server. Disability or learning differences will not prevent a girl from identification. We do not consider a pupil's ability to be fixed and it may develop significantly over time. Teacher observation plays an essential part in recognising high potential.

It is recognised that pupils identified as Gifted and Talented may be disaffected or embarrassed and not wish to be identified. Such pupils will need particularly sensitive support.

Review of pupils on the Gifted and Talented register

The register of Gifted and Talented pupils will be published annually and updated at the start of each term through a continuous process of identification and review. The stage at which high potential is demonstrated will vary from one pupil to another.

Pupils may be added to the register at the termly review if they meet the criteria. Some pupils may be taken off the register if staff decide they need different provision. Addition or removal of a pupil from the Gifted and Talented register must be discussed with the Deputy Head of Juniors 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 child's achievement and any provision being made for them. However parents will not, as a matter of course, be informed that their child has been added to the Gifted and Talented register.

Support

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

Provision **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
- Higher order tasks

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

- Participation in Altitudo or Aquila
- Enrichment or extension classes within school led by staff or local/national 'experts'
- Links with Senior School departments
- Links with other agencies such as NAGTY, NRICH, NACE

Altitudo

Altitudo has been devised as an additional and stand-alone curriculum to stimulate our most able pupils. The curriculum takes the form of six independent research projects a year. Pupils will be required to research, consider, question and independently compose their response to a range of carefully selected and challenging starting points.

Aquila

Aquila is an invitation only club for very able pupils who would be better suited to a teacher led provision. Pupils work on various enrichment and extension challenges from the publication Aquila.