



GIFTER & TALENTED POLICY

HEATON SCHOOL

Heaton School Policy Record

**Gifted and Talented Policy Agreed at:
Teaching and Learning Committee 20.11.18**

Signed and Approved by:

Headteacher ----- (Signature)

----- (Name)

----- (Date)

Chair of Committee ----- (Signature)

----- (Name)

----- (Date)

To Be Reviewed: September 2020

Designated person Headteacher

Governors with Remit: teaching and learning committee

Heaton School Gifted and Talented Policy

“Gifted and talented education is about making exceptional performance a reality for those children and young people who have the ability to excel. This ‘really works’ when schools realise that encouraging and expecting exceptional performance is an on-going concern that pervades the whole school, its structures and its culture.

(What Really Works in G&T Education,2007)

Heaton School recognises that able, gifted and talented learners are individuals, with their own unique strengths and areas for development. ‘Gifted and talented’ is the standard terminology used by the government, and as defined below. However, the terms ‘able’, ‘very able’, ‘more able’ are also used interchangeably in DFE documentation.

1. Definition:

- **‘More able’** learners are those who have strengths in specific aspects of their learning or behaviour. These strengths are displayed at a significantly higher ability than most learners of the same age in one or more areas.
- **‘Gifted’** learners are those who have the ability to excel academically in one or more academic subjects, such as maths and English.
- **‘Talented’** learners are those who have the ability to excel in practical skills such as sport, artistic performance, leadership, entrepreneurial skills or in an area of vocational skill.

Some Heaton School pupils will not meet this criteria of “gifted” but most certainly can be “more able” or “talented” in the context of this school.

2. Identification - principles linked to practice at Heaton School:

- Two aspects are involved: recognising achievement (those who already attain high standards); and realising potential (those who are capable of high achievement and need to be given opportunities to develop)
- It is not a ‘one-off’ process but rather a cyclical and whole-school process of identification and review
- The learning environment should nurture gifted and talented behaviours (see teaching and learning policy)
- The need to be continually ‘talent-spotting’
- Provide opportunities for learners to ‘shine’ and fulfil potential through an appropriate, challenging and supportive environment both within school and within the wider community
- Be vigilant for the ‘hidden gifted’ e.g. within vulnerable groups

3. We aim to provide for able, gifted and talented pupils:

- A challenging and demanding curriculum, with opportunities for stretch, extension, acceleration and enrichment activities, as appropriate
- Continuity of provision from key stage 3 to key stage 5.
- Opportunities for like-minded pupils to work together

- Opportunities for in-depth and individual studies, sometimes at Heaton sometimes in other educational or community settings.
- Provide supportive learning environments where excellence is expected

At Heaton School we recognise that pupils are most likely to be talented and more able in P.E, performing arts, art and technology.

4. Leadership and management strategies

- Maintain a G & T register
- Maintain 'lead' roles and responsibilities amongst staff, to motivate and promote shared responsibility
- Secure a culture of high expectation which celebrates excellence and success in learning across the whole school
- Assisting the teaching staff to stretch each individual in regard to reaching their full potential, assessed through the H Levels but with additional opportunities where possible such as utilising work experience to show employability, using sports events for G&T PE students.
- Focus on supporting self evaluation of G&T provision and impact; and supporting related CPD
- Plan for the organisation of the curriculum and learners, within and beyond the school
- Promote governing body involvement, including a named governor with a key role in supporting monitoring and evaluation of G&T provision and outcomes
- Promote close partnership with parents
- Opportunities for Personalised Learning and areas of interest for fostering individual talents.

Heaton School Gifted and Talented Register	
Date	
Area of Curriculum	
Staff Lead	
Names of pupils	1
	2
	3
	4
	5