



# HARMONIZE ACADEMY

## GIFTED AND TALENTED POLICY

Document Information	
Gifted and Talented Policy	
Version Number	1.2
Policy operational date	Reviewed November 2014
Responsible Harmonize Academy Manager	Mr Gerard Tiernan  SENCo
Date approved by Governing Body	
Signed (by or on behalf of Governing Body)	
Policy review date	August 2016

# Gifted and Talented Policy

## Policy Principles

The Harmonize Academy aims to encourage all students to fulfil their potential. There are high expectations of and for every individual student and the academy will extend opportunity in order to enhance quality for all.

To achieve these principles we must:

- Raise the standards of gifted and talented students
- Extend the range of opportunities for able students
- Improve attainment and motivation of able students
- Recognise students who have a particular gift.

## Definition

Usually within an academy population there will be a cohort of between 5% - 10% who will be designated as “gifted or talented” in relation to their peers’ level of achievement or excellence. The group will be designated approximately 2/3 by all-round ability to 1/3 talented in a particular area/areas.

## Identification

Students are placed in the Gifted and Talented cohort as a result of the following:

- KS2 data
- Previous teacher recommendation
- SATs
- Teacher assessment – relating to NC levels
- Teacher analyses of talented children
- Information about excellence from outside sources

## Monitoring

The Gifted and Talented Co-ordinator is responsible for monitoring the progress of the Gifted and Talented students, with information being received from the following sources:

- Regular health checks carried out by I/C assessment
- On-going departmental assessments
- Classroom observations

## Department Policy and Provision

It will be necessary for departments to produce a brief outline in their department handbook reflecting the whole academy policy. This outline should include how the department identifies the cohort, the rationale behind the grouping policy, the methods used to monitor the progress of identified students, and the department’s review and evaluation procedures.

## **Teaching and Learning**

- There should be close attention to the needs of the individual student through differentiation of tasks, resources and outcomes and an acknowledgement of differing learning preferences and styles.
- Teachers involved in the teaching and learning programme will have a thorough understanding and a passion for their subject which will be reflected in their high expectations of the students and the learning outcomes.
- Departments will decide on the appropriate choice and use of resources to be used with the Gifted and Talented cohort. All teachers should be aware of the location and use of extension materials.
- Teachers will encourage students to think for themselves, to ask questions, and to take some responsibility for their own learning and the learning of others.
- Teachers will ensure there is variation in pace, teaching style and classroom organisation in lessons.
- There will be detailed consideration of student groupings. Students must be grouped for purpose and where a department has a setting/mixed ability policy then it is essential that the groupings are reviewed regularly and thoroughly to ensure the placement of students is accurate, reflects perceived ability and responds to the needs of the student.

## **Out of Class Activities**

The Gifted and Talented Co-ordinator liaises with staff to organise a programme of voluntary extension activities for Gifted and Talented students. This programme of activities affords opportunities for the Gifted and Talented students to meet with others who have a similar range of interests/abilities.

## **Monitoring, Evaluation and Review**

The Governing Body will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the academy