

# UTC READING

## Gifted and Talented Policy

### Introduction

UTC Reading (UTC) is fully committed to supporting and nurturing the Gifts and Talents of all its students in line with the latest advice and guidance given in the DCSF publication Excellence for All (DCSF ref:01019- 2009PDF-EN-02)

The 'Excellence for All' guidance assumes that good provision for gifted and talented students is good provision/provided for all students. Using this guidance we will explore/identify the characteristics of successful gifted and talented students and consider how those characteristics can be developed in under-achieving or potential Gifted and Talented (G & T) students, particularly those from disadvantaged backgrounds.

### Aims

In support of the teaching and learning policy, the Gifted and Talented policy aims to:

- Identify learners who are achieving or can be encouraged to achieve significantly in advance of the average for their year group.
- Provide for the learning needs of those children.
- Provide additional, external learning opportunities

### Definitions:

*"Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities)."*

**(DCSF, 2007)**

'Gifted' students are those who have abilities in one or more subjects in the statutory curriculum other than art and design, music and PE; these will be entered on the National Register.

**(DCSF, 2007)**

'Talented' students are those who have abilities in art and design, music or PE.

**(DCSF, 2007)**

The term 'gifted and talented' refers to the top 10% of the UTC Reading students from age 14 to 19. We recognise that some students who are gifted and talented do not always show their ability. We intend to still recognise them as gifted and talented

even though their abilities may be hidden or remain as potential. Parents / guardians will be consulted and kept updated on their child's progress.

### **Identification:**

UTC will identify those students who are gifted and talented, relative to their peers in their own year group, by making a judgement based on an analysis of various sources of quantitative and qualitative information including:

- consultation with all teaching staff (nominations based on classroom observation and discussions with students);
- test scores (end of key stage levels; CAT's/ MidYIS/FFT scores);
- relevant outside agencies;
- parents'/carers' perceptions and observations;
- peer group nomination;
- self-nomination; and
- nomination by secondary schools for students entering UTC in Year 10.

Identification will be on-going, never "once and for all" and will always veer on the side of the positive. Concerted efforts will be made to search out and address the needs of under achievers with latent high ability. It is important to remember that some gifted and talented students may also be on the SEND register. The gifted and talented register will be regularly reviewed and updated termly, by the named G&T coordinator, to ensure it broadly reflects the UTC 's population in terms of gender, ethnicity and socio-economic background.

### **Provision:**

#### **Provision within the Curriculum**

All subject areas will have high expectations of their most able students and provide them with appropriate work and opportunities for development. Opportunities for extension work will be identified within Schemes of Work. The UTC is currently developing the capacity for independent learning, and we envisage giving gifted and talented students more access to independent extension activities.

#### **Out of Class Activities**

The following are offered on a regular basis and, although these benefit all students, they are particularly apt for ensuring that students who have potential in these areas are given opportunities to practice and extend their skills:

- Independent Learning Time, Enrichment Activities, including widening participation at events
- Visits and Trips

- UTC Clubs
- Sporting Activities

### **Provision through Extra-Curricular Activities within UTC**

Many subject areas provide extra-curricular activities for students with a particularly strong motivation within their subjects. There will be support for young people to develop talents for activities outside the curriculum offered within UTC according to need.

UTC will work closely with its partner primary and secondary schools to offer enrichment activities for their gifted and talented students.

### **Provision through Outside Agencies**

Parents / guardians should inform the UTC if their son/daughter is engaged with any gifted and talented programme outside the UTC, e.g. elite squad in a sporting activity. UTC will then, through discussion with the parents / guardians and coaches, support the student to manage both their learning and their activity to success.

Engagement with specific agencies, e.g. National Associations for particular support, will be identified for students, where appropriate.

### **Organisational and In-Class Approaches:**

#### **Important strategies include:**

- The coherent management of groupings (whether in mixed ability groups or ability sets) and recognition, that whilst there may be a higher concentration of gifted and talented students in some groups there will be students who have gifts and talents in all groups.
- Adding breadth (for example, enrichment through broader range of tasks and resources).
- Increasing depth (for example, extension through complexity).
- The provision of opportunities for gifted and talented students to work with those of similar ability. This will mean that it is appropriate for students to work with older students where appropriate.
- Promotion of thinking skills through curriculum areas.
- The provision of enrichment/extension activities and tasks.
- Differentiation within subject areas to ensure high expectations in teachers and students.
- The development of independent learning by allowing students to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical.
- Accelerating the pace of learning within and across key stages.

- Providing personalised learning pathways that offer limitless opportunities for gifted and talented students to develop skills and expertise.
- Using students to review the curriculum content and effectiveness of different approaches to learning being used.

### **Opportunities Afforded by the Virtual Learning Environment**

The UTC recognises that there is great potential in the Virtual Learning Environment to enhance the personalisation of learning for gifted and talented students and teachers. We believe that the innovative use of new technologies will raise the achievement and motivation of gifted and talented students.

### **Monitoring and Evaluation**

#### **Co-ordination and Monitoring:**

**The Gifted and Talented Coordinator has overall responsibility for:**

- Ensuring that the policy is implemented.
- Compiling and updating the central register termly.
- Coordinating the monitoring of progress by mentoring the gifted and talented students on the central register. Each student should be interviewed for about 15 minutes with a view to establishing targets (individual progress plan). The targets need to be achievable. A practical limit is about two to three targets. The targets should be reviewed regularly (every six weeks is usually appropriate), not necessarily with the Gifted and Talented Coordinator, although the mentor needs to rewrite the individual progress plan after the review.
- Ensuring that the professional development programme includes relevant aspects of gifted and talented provision.
- Using the Institutional Quality Standards for Gifted and Talented Education (IQS) as a basis for developing a whole school development plan for gifted and talented students.
- Ensuring that all employees are fully aware of the G and T cohort and their targets.

## Monitoring and Review

The Principal is responsible for overseeing progress and providing feedback to the UTC Board of Governors:

- Ensuring that the G&T coordinator implements the policy and coordinates the monitoring of progress.
- Ensuring that the professional development programme for all staff includes relevant aspects of gifted and talented provision.

All UTC Reading employees have a responsibility for:

- Identifying students who should be on the G&T register and referring them to the G&T coordinator for assessment.
- Ensuring gifted and talented students are considered in every aspect of subject planning.
- Supporting staff in the preparation and delivery of appropriate gifted and talented activities.
- Ensuring that all curriculum employees consider the range of strategies identified in this policy.

The Board of Governors and Principal will monitor the operation and effectiveness of the Gifted and Talented Policy.

Date created: ~~14<sup>th</sup> February~~April 2013

Date Agreed: 20<sup>th</sup> May 2013

Date of Review: 31<sup>st</sup> August 2014