



Rationale

As a 14-19 senior selective grammar school, Portadown College is committed to nurturing a learning environment which promotes opportunities for all learners to develop to their full potential. Through our Gifted and Talented provision, we seek to stretch and challenge students who demonstrate exceptional achievement, or the potential for exceptional achievement, within and outside the classroom in the following areas:

- (i) Academic
- (ii) Sport
- (iii) Performing and Expressive Arts (music, drama, debating and art)

Definition

The traditional concept of 'Gifted and Talented' in educational psychological terms refers to a small percentage of learners (approximately 2%). It is therefore important to distinguish between students designated as bright/able and those who are achieving, or who have the potential to achieve, a level substantially beyond the rest of their peer group inside their particular school. Those learners who demonstrate or have the potential to demonstrate extremely high levels of ability, compared to their peers across the entire population, are referred to by the term Exceptionally Able (CCEA).

Aims

The aims of the Gifted and Talented Policy reflect our College ethos by seeking to:

- (i) Identify students who are achieving or can be encouraged to achieve significantly above the average for their year group/peers in one or more of the three domains identified above.
- (ii) Provide for the specific learning and developmental needs of these students without detriment to the needs and aspirations of the remaining student body.

Objectives

- (i) Ensure gifted and talented students are identified and that relevant staff are made aware of their needs.
- (ii) Where required and feasible, to ensure that gifted and talented students are supported financially in availing of enrichment opportunities to meet their needs.
- (iii) Encourage departments to monitor the progress of gifted and talented students individually, as a group and as part of the wider classroom teaching within their area.
- (iv) Hold a central register of gifted and talented students to enable individuals to be appropriately targeted and monitored.
- (v) Seek opportunities specifically targeted to develop higher order thinking and learning in students who display the potential to be gifted and talented.
- (vi) Provide a broad range of internal and external enrichment opportunities by which to nurture the skills and abilities of gifted and talented students.
- (vii) Liaise with contributory junior high schools and feeder schools at Sixth Form to ensure continuity in provision for gifted and talented students on their transition to Portadown College.

Identification

Identification processes are ongoing from Year 11 to Year 14 to allow students, particularly 'late bloomers', to be identified at any stage of their College career and added to the Gifted and

Talented register.

A review of the register takes place each October and is available to staff in the Gifted and Talented room on Fronter.

Students are identified as Gifted and Talented by a variety of methods, both quantitative and qualitative. Please see Appendix 1 for general checklist for identifying Gifted and Talented students).

Referral may be initiated by:

(i) VP Curriculum:

The VP Curriculum and Data Manager will review the Year 11 CAT in October each year. The VP Curriculum will then issue data* on a group of approximately 10 students in the cohort who demonstrate the potential to be classed gifted or talented. The VP Curriculum will request feedback on this group from relevant staff by mid-October.

*Criteria for identification: approximately top 10 students ranked by mean SAS/stanines 8 or 9 across 3 batteries (verbal, quantitative and non-verbal).

NB: As the purpose of this process is to raise awareness of potentially gifted or talented students, some students may not be identified at this stage and staff should be mindful that particular students may be identified at a later stage.

(iii) Subject teacher, Year Head, Group Tutor, Head of CEIAG, SENCo:

Evidence informing referrals may include:

- subject specific assessment data (e.g. CAT indicators; internal and external examination data);
- pastoral data (e.g. PASS surveys);
- subject specific competitions or out-of-school activities (e.g. Biology Olympiad, Maths Challenge GOLD award);
- individual interviews e.g. Target-Setting interviews (academic) and Group Tutor interviews (pastoral); CEIAG interviews.

Referrals are made using the Gifted and Talented Student Referral Form (Appendix 2) in liaison with the VP Curriculum.

Student Provision

Students identified may avail of some of the following opportunities:

- being challenged by learning experiences/tasks above and beyond examination specifications;
- promotion of independent study and research e.g. Advanced Extension Award;
- competitions provided both by Portadown College and external agencies;
- opportunities to talk and/or write about their work and engage in discussion/activities with similarly gifted or talented students, either within College or from other schools;
- master classes and summer schools (including university summer schools) e.g. Villiers Park, The Sutton Trust;
- access, where feasible, to specialist reading or research material (e.g. online) facilitated by the College Librarian;
- mentoring drawing upon the services of former students, academics or representatives from the worlds of sport, business etc.

Roles and Responsibilities:

It is the responsibility of SLT to support staff and students by ensuring that the Gifted and Talented policy and provision within College are implemented rigorously and subject to periodic monitor and review.

Gifted and Talented Coordinator:

It is the responsibility of the Gifted and Talented Coordinator to:

- (i) Provide teaching staff with Year 11 CAT data to identify potential gifted and talented students during Term 1 of each academic year.
- (ii) Promote the specific learning and developmental needs of gifted and talented students.
- (iii) Liaise with the parents of gifted and talented students.
- (iv) Celebrate and publicise the achievements of gifted and talented students.
- (v) Inform whole school policy on curriculum enrichment to fulfil the needs of gifted and talented students.
- (vi) Support departments in developing teaching strategies to fulfil the needs of gifted and talented students.
- (vii) Ensure that resources are provided to improve Gifted and Talented training and provision by keeping abreast of current research/strategies in the area of Gifted and Talented and disseminating to staff as appropriate.
- (viii) Develop strategies to ensure that exceptional students are encouraged at individual, tutor group, year and whole school levels.
- (ix) Coordinate the monitoring, reviewing and evaluating of the College's Gifted and Talented provision/impact on the target cohort.
- (x) Liaise with departments, the Pastoral Team, CEIAG, SENCo and the College Librarian to ensure effective Gifted and Talented provision and resources.

HoD

It is the responsibility of the HoD to:

- (i) Ensure that individual students identified within their subject area(s) avail of suitably high quality learning experiences and/or opportunities to excel in particular fields (e.g. sporting) in order to meet, or exceed, agreed targets
- (ii) Ensure that strategies for Gifted and Talented provision are referenced in schemes of work and that subject staff are supported in delivering such strategies
- (iii) To lead departmental policies and practices that encourage higher order skills (e.g. thinking skills) in all students
- (iv) Ensure that the progress of gifted and talented students is discussed at departmental meetings and best practice/experiences are shared amongst staff
- (v) To raise aspiration and celebrate excellence by retaining a portfolio of outstanding work and integrating this with the work on display across the Department

All Staff (Subject Teacher/Group Tutor/Year Head/CEIAG/SENCo)

It is the responsibility of all staff to:

- (i) Assist in the identification of gifted and talented students and refer them to the Gifted and Talented Coordinator using the process of referral outlined (page 2).
- (ii) Contribute, as appropriate, to strategies which facilitate the provision of challenging, enjoyable and rewarding activities/experiences for Gifted and Talented students.
- (iii) Assist the Gifted and Talented Coordinator in monitoring, reviewing and evaluating provision for specific gifted or talented students as appropriate.

Training

Whole staff INSET will periodically include provision for the Gifted and Talented cohort, often delivered in the form of Teaching and Learning training, but sometimes as a specifically focused session on raising challenge.

Heads of Department are responsible for maintaining within their remit the level of knowledge, skills and understanding at an appropriate level of expertise and scholarship to teach the most able students. Teaching strategies for Gifted and Talented should be included in departmental handbooks and reviewed periodically.

This policy will be reviewed biennially by SLT and should be read in conjunction with the SENCo/Inclusion Policy.

Websites:

<http://www.potentialplusuk.org/>

<http://www.villierspark.org.uk/>

<http://www.suttontrust.com/>

<http://www.uniq.ox.ac.uk/>

http://cea.org.uk/curriculum/sen_inclusion/gifted_and_talented

<http://www.nidirect.gov.uk/supporting-gifted-and-talented-children>

This policy was approved by the Board of Governors on 18 January 2018.

Appendix 1: General Checklist for Identifying Gifted and Talented Students (adapted from CCEA)

Characteristic	Yes/No
<i>Gifted and Talented students may:</i>	
possess extensive general knowledge, often know more than the teacher and find the usual reference books superficial	
show good insight into cause-effect relationships	
easily grasp underlying principles and need the minimum of explanation	
quickly make generalisations and extract the relevant points from complex material	
have mental speeds faster than physical capabilities and so be often reluctant to write at length	
prefer to talk rather than write and often talk at speed with fluency and expression	
be reluctant to practice skills already mastered, finding such practice futile	
have exceptional curiosity and constantly want to know why	
be inventive and original when interested	
ask searching questions, which tend to be unlike other students' questions	
often see the unusual rather than the conventional relationships	
be able to pose problems and solve ingeniously	
display intellectual playfulness, fantasise and imagine and be quick to see connections and to manipulate ideas	
read rapidly and retain what is read and can recall detail	
listen only to part of the explanation and appear to lack concentration or even interest but always know what is going on	
jump stages in learning and be often frustrated by having to fill in the stages missed	
leap from concrete examples to abstract rules and general principles	
have quick absorption and recall of information, seem to need no revision and be impatient with repetition	
be keen and alert observers, note detail and be quick to see similarities and differences	
see greater significance in a story or film and continue the story	
see problems quickly and take the initiative	

General Checklist for Identifying Gifted and Talented Students (adapted from CCEA)

Characteristic	Yes/No
<i>Gifted and Talented students may:</i>	
have advanced understanding and use of language but sometimes be hesitant as they search for and use the correct word	
become absorbed for long periods when interested and may be impatient with interference or abrupt change	
persists in completing activities when motivated	
often set very high personal standards – are perfectionists	
more than usually interested in ‘adult’ problems such as important issues in current affairs (local and world), evolution, justice, the universe etc	
be concerned to adapt and improve institutions, objects, systems, (e.g. can be particularly critical of school)	
be philosophical about everyday problems and common sense issues	
be perceptive in discussion about people’s motives, needs and frailties	
daydream and seem lost in another world	
show sensitivity and react strongly to things causing distress or injustice	
often take a leadership role	
empathise with others and be very understanding and sympathetic	
be confident and competent	
express their own feelings	
attribute ideas to others	
be self-effacing	
reflect on their own performance	
give inventive responses to open-ended questions	
have a keen sense of humour in the unusual and be quick to appreciate nuances and hidden meanings	
appreciate verbal puns, cartoons, jokes and often enjoy bizarre humour, satire and irony	
criticize constructively, even if sometimes argumentatively	
Be unwilling to accept pronouncements without critical examination and want to debate and find reasons to justify the why and the wherefore	

Appendix 2: Gifted and Talented Student Referral Form

Student Name: Year Group: Name of person(s) referring student:	Referral Date: Review Date:
Area(s) of ability (please highlight): (a) broad intellectual ability (b) specific academic aptitude (c) talented in visual/performing arts or sport (d) leadership ability (e) other (please specify)	
Please provide brief evidence to support above (e.g. recent assessments, performances etc): 	
Action proposed by referral staff following discussion with student: (e.g. specific provision, extension tasks/activities/enrichment opportunities etc)	
Resources required (if appropriate): (e.g. specialist materials, funding etc)	
Targets and success criteria:	Review (outcome and further action):
Monitoring (by whom and how):	
VP Curriculum copy to (please tick):	Signed (following review):
Student	Student: Date:
Referral staff (including HoD if subject referral)	Referral Staff: Date:
Year Head	VP Curriculum: Date:
CEIAG	

