

GIFTED & TALENTED POLICY

Contents

[Arnold Aims](#)

[Policy Statement \(1\)](#)

[Policy Statement \(2\)](#)

[Key Personnel](#)

[Definitions 1 – DCSF General Guidance](#)

[Definitions 2 – DCSF Pupil Characteristics Guidance](#)

[Definitions 3 – Gifted or Bright?](#)

[Identification – Senior School](#)

[Register of Pupils – Senior School](#)

[Current Practice Audit – Senior School](#)

[The Academic Society](#)

[The Open University YASS](#)

[UCST Opportunities](#)

[Oxbridge Support](#)

Arnold Aims

- 1) Arnold seeks to serve its pupils and parents, meeting their educational needs and involving all Arnold families in the life of the school.
- 2) Arnold pupils will be responsible, articulate, courteous, compassionate young people of integrity, able and willing to contribute to, and lead in, our future society.
- 3) Arnold pupils will be inspired by consistently high quality teaching to have a personal love of learning, and will achieve their full academic potential.

Policy Statement (1)

Arnold endeavours to bring out the best in everyone, which includes nurturing and encouraging the development of any identified gifts and talents, whether academic or non-academic.

Arnold School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's *Equal Opportunity* policy document.

Policy Statement (2)

- 1) This policy applies to all members of the Arnold Senior School community.
- 2) Arnold implements this policy through adherence to the procedures set out in the rest of this document.
- 3) This policy is made available to all interested parties in accordance with our *Provision of Information* policy.
- 4) This policy is reviewed at least annually by the Deputy Head, who will report to the Headmaster and Local Governing Body on its implementation on a regular basis.

Key Personnel

- 1) Craig Jenkinson: Deputy Head
- 2) Richard Golding: Oxbridge Co-ordinator

Definitions 1 – DCSF General Guidance

DCSF defines the group supported by the National Programme for gifted and talented education as:

“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).”

The DCSF encourages schools in identifying gifted and talented learners to focus on:

- a) learners aged 11 – 19 who meet the published eligibility criteria for the top 5% nationally (available at <http://ygt.dcsf.gov.uk/Content.aspx?contentId=312&contentType=3>) including those who were members of the former National Academy for Gifted and Talented Youth (NAGTY), and others who meet the criteria;
- b) in addition, learners aged 4 – 19 who are gifted and talented relative to their peers in

- their own year group and school/college;
- c) a range of abilities including talent in the arts and sport;
- d) and ability rather than achievement, so that underachievers are amongst those identified.

The DCSF has the following supplementary guidance:

- a) There are gifted and talented learners in every year group in every school/college.
- b) All institutions are free to determine the size of their gifted and talented populations, but should be able to justify this in terms of improved standards for all learners identified.
- c) Every school/college should have some gifted and talented learners and should keep a register of those learners.
- d) Since relative ability changes over time, learners should move on and off the register when appropriate, though such movement might be expected to reduce with age.
- e) Since ability is evenly distributed throughout the population, a school's or college's gifted and talented population should be broadly representative of the whole learner population in terms of gender, ethnic and socio-economic background.

Definitions 2 – DCSF Pupil Characteristics Guidance

The following characteristics (taken from the 1998 Ofsted review of research by Joan Freeman) are not necessarily proof of high ability but they may alert teachers to the need to enquire further into an individual's learning patterns and ability levels.

He or she may:

- a) be a good reader;
- b) be very articulate or verbally fluent for their age;
- c) give quick verbal responses (which can appear cheeky);
- d) have a wide general knowledge;
- e) learn quickly;
- f) be interested in topics which one might associate with an older child;
- g) communicate well with adults – often better than with their peer group;
- h) have a range of interests, some of which are almost obsessions;
- i) show unusual and original responses to problem-solving activities;
- j) prefer verbal to written activities;
- k) be logical;
- l) be self-taught in his/her own interest areas;
- m) have an ability to work things out in his/her head very quickly;
- n) have a good memory that s/he can access easily;
- o) be artistic;
- p) be musical;
- q) excel at sport;
- r) have strong views and opinions;

- s) have a lively and original imagination/sense of humour;
- t) be very sensitive and aware;
- u) focus on his/her own interests rather than on what is being taught;
- v) be socially adept;
- w) appear arrogant or socially inept;
- x) be easily bored by what they perceive as routine tasks;
- y) show a strong sense of leadership;
- z) and/or not necessarily appear to be well-behaved or well liked by others.

Definitions 3 – Gifted or Bright?

The following is taken from our *Teaching & Learning Policy*:

Bright pupils:

- a) are interested
- b) answer the question
- c) understand explanations
- d) complete work
- e) are alert
- f) contribute good ideas
- g) enjoy school and learning
- h) have a good memory
- i) are receptive
- j) learn easily
- k) enjoy straightforward sequential presentation
- l) enjoy peers
- m) absorb information

Gifted pupils:

- n) are highly curious
- o) challenge the question
- p) think beyond explanations
- q) initiate work
- r) are observant
- s) have unusual or silly ideas
- t) enjoy learning but can be very self-critical
- u) are good guessers
- v) are intense
- w) already know
- x) thrive on complexity
- y) prefer adults or older peers
- z) manipulate information

Identification – Senior School

- 1) Pupils take a variety of Baseline Tests in Years 7, 8, 9 and 12 (*Ref: Assessment Policy*). The results of these are readily accessible and, where appropriate, scores are published in rank order to facilitate identification of those pupils at the upper end of the academic scale.
- 2) Pupils in the 9th Stanine (CAT SAS 127+) represent the top 4% of pupils nationally (*Ref: Assessment Policy Appendix 4*). However, as a general rule, SAS scores in excess of 120 warrant closer teacher attention as indicating potential academic exceptional ability in any year group. A CAT SAS >125 justifies initial inclusion on the school register. Similarly an ALIS SAS >125 warrants initial inclusion.
- 3) Pupils take internal assessments in Years 7, 8, 9, 10 and 11 (*Ref: Assessment Policy*). These results are also readily accessible and standardised across respective year groups, again facilitating identification of high achieving pupils relative to their peers.
- 4) Subject teachers will identify pupils on the basis of formative assessment and in-lesson observations. This is particularly relevant for creative and practical ability, which may not be assessed by the usual academic examinations. (*Ref: Assessment Policy*).

Register of Pupils – Senior School

- 1) A register of pupils will be held centrally on the Senior School staff area, collated and updated by the Deputy Head in liaison with all teaching colleagues.
- 2) The register:
 - a) Is for internal use only and must not be shared with pupils or parents.
 - b) Is intended to clarify for all teaching staff which pupils may be considered to be G&T, in order to help ensure that these pupils remain appropriately challenged/extended and do not under-achieve.
 - c) Is intended also to clarify for all teaching staff which pupils may be considered G&T across a number of areas, so that reasonable allowance is made and undue pressure is not placed upon the pupil by any one subject area.

Current Practice Audit – Senior School

Dept.	Enrichment/Extension/Stimulation provision for <i>all</i> pupils, <i>including</i> G&T pupils	Enrichment/Extension/Stimulation Provision for G&T pupils <i>exclusively</i>
Art & Design	<ul style="list-style-type: none"> Competitions as and when appropriate. In this subject G&T pupils create more demanding/ better outcomes in the same time as other pupils. Some outcomes are 2 – 3 years ahead of chronological expectations. 	<ul style="list-style-type: none"> Individual encouragement to use different materials & develop personal creativity. The most gifted students are encouraged to develop work in a multi media fashion, thereby fulfilling the requirements of the examination board at an early stage.
Biology	<ul style="list-style-type: none"> Holdgate society tutorials and external speakers / lecture visits Society of Biology 'Biology Olympiad' competition for able / interested sixth formers. 	<ul style="list-style-type: none"> Individual extension tasks, using textbooks; ICT; dept. catalogue (including subscription to 'Biological Sciences' and 'Bio Fact Sheets')
Bus Studies	<ul style="list-style-type: none"> Mini project work at GCSE Use of case studies/newspaper articles IFS Student Investor Challenge Young Enterprise competition and qualification 	<ul style="list-style-type: none"> Individual loan of personal/dept. resources as extended reading. Encouragement to investigate and discuss business / news articles
Chemistry	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Year 12 Lancashire Young Analysts competition at UCLan Encouraged to take OU YASS courses
Classics	<ul style="list-style-type: none"> Classical Greek as extra GCSE option Extensive Library of specialist books 	<ul style="list-style-type: none"> Extended reading and language work. Most work is set to the level of very talented pupils as a basis not an extension
Drama	<ul style="list-style-type: none"> Taking an active part in school productions, including Lighting, Sound, Costume, Make Up, Mask Work and Scenery. Lower School Drama Club LAMDA Examinations Breakfast Clubs and Twilight sessions. Curriculum extension work. Theatre Visits/Workshops by a variety of different contemporary practitioners. Links with Central School of Speech and Drama: Audition and Careers advice for a drama school pathway. 	<ul style="list-style-type: none"> Independent reading. Pupils could take responsibility to develop talents in coaching, guiding or directing another group in lower year groups.
Economics	<ul style="list-style-type: none"> Encouragement to access large extended reading resource in Library. IFS Student Investor Challenge 	<ul style="list-style-type: none"> Encouragement to enter the Bank of England's Target 2.0 competition Extended reading to a more advanced level Individual loan of personal/dept. resources as extended reading.

English	<ul style="list-style-type: none"> • Yrs 7-8 'Teen Titles' book reviews as part of Rainbow Reading Scheme. • Extended reading with Advanced Rainbow Reading Scheme. • National competitions: 'Young Letter Writers'; 'Mini Sagas' et al. • Cultural experiences: 'Yr7 Falconer visit'; 'National Poetry Day' etc. • Theatre visits. • Debating society and Public speaking. • School newspaper 'The Rumour'. • Media club. • Guest speakers. • Hardspell House Quiz (Yrs 7 & 8) • School Junior and Senior Quiz Teams. 	<ul style="list-style-type: none"> • In-house workshop days (e.g. poetry-writing, Y10, Feb. 2006) • Oxbridge tuition.
Geography	<ul style="list-style-type: none"> • By differentiation • By competition and presentations by pupils • Year 9 EU test, prizes and certificates • Fieldwork experiences (current courses GCSE to New York and A level to the Costa Brava) • Village Aid meeting and events. • Exam preparation workshops • Additional tutoring and guidance 	<ul style="list-style-type: none"> • Travel to Tanzania by selection
History	<ul style="list-style-type: none"> • Regular trip to Europe. • Battlefields trip. 	<ul style="list-style-type: none"> • Individual loan of personal/dept. resources as extended reading.
ICT	<ul style="list-style-type: none"> • Access on request to ECDL tutorials and examination course. • Provision of 3D modelling software (ProDeskTop) to Y8/9 students for home use. 	<ul style="list-style-type: none"> •
Maths	<ul style="list-style-type: none"> • Maths Challenges for Yrs 7-13, with Gold, Silver, Bronze awards. • Extension Olympiad questions for interested pupils in Yrs 7 & 8. • House Maths competition for Yrs 7 & 8. • Year 7 pupils help with Mini-Maths challenge for local primary schools. • Countdown challenge at the end of the summer term for Lower School pupils. 	<ul style="list-style-type: none"> • Express set created in Yr9, which sits iGCSE at end of Yr10, starting AS in Yr11. • National Maths Competition for select group from Yrs 8/9, with extra tuition. • National Maths Competition for select group from Yrs 12/13, with extra tuition. • Maths Olympiads for the top performers in the Maths Challenges. • Individual loan of personal/dept. resources as extended reading.
MFL	<ul style="list-style-type: none"> • By differentiated tasks/outcomes. • Yrs 7-13 voluntary subscription to MFL magazines. • Yrs 7-13 extended resources in Library & in LISA, including Satellite TV, films, books and magazines. 	<ul style="list-style-type: none"> • Individual lessons with Assistant for G pupil at any stage. • G pupil may take exam early if outside of curriculum, or in addition to other subjects. • Teacher extension with loan of personal/dept. extra resources.

	<ul style="list-style-type: none"> • Regular trips to Europe. • Theatre visits. • Conversation Club with Assistants for Yrs 7-11. • Open-ended & Creative tasks built into SoWs for Yrs 7-13. • Work Experience abroad . • Extra-Curricular activities such as LAFTAs competition and TEFL course. 	<ul style="list-style-type: none"> • Extra-curricular activities such as MFL Debating competitions.
Music	<ul style="list-style-type: none"> • Performance opportunities in school music. • Open-endedness & creativity central to SoWs. 	<ul style="list-style-type: none"> • Performance opportunities at higher level of school music. • Individual encouragement & support to perform regionally & nationally.
PE	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Individual support & encouragement for national performers at regional level and above.
Physics	<ul style="list-style-type: none"> • Physics Challenge for Yr11, voluntary entry • BPhO competitions for Yrs 12,13, voluntary entry. • Participation in many competitions for Yrs 7-13 up to national level –eg Rotary Technology competition, SciCast, IoP. • Nuffield Bursary scheme for research placements • Frequent (usually more than half-termly) visits to lectures organised by IoP etc at local Universities • Headstart and other University summer schools attended regularly • Outside speakers – Space4schools to visit 2010 • Dept. library & resources – New Scientist, Physics Review, Physics World for extended reading. 	<ul style="list-style-type: none"> • Extra lessons & encouragement to enter competitions and to apply for summer schools at Oxbridge and abroad is given to G&T entrants as appropriate. • G&T students are identified, their aspirations and career ambitions discussed and opportunities are then signposted.
Rel St.	<ul style="list-style-type: none"> • Fast track A* sessions in Autumn term of examination • Dept resource of extended reading. 	<ul style="list-style-type: none"> • Schemes of work have individual extension tasks. • Encouraged to participate in assembly work. • Individual loan of extensive development reading from the updated RS section in the library.

The Academic Society

The Academic Society exists to offer students in the Sixth Form and Year 11 the opportunity to explore a diverse range of subjects, free from the constraints of an examination syllabus. The intention is to help to foster genuine intellectual curiosity and a delight in learning for learning's sake.

Meeting several times per term, the Society enjoys presentations given by guests, members of the academic staff and students. Also, members meet regularly to have informal discussions together about any topic they choose ranging from IT as an educational tool to the existence of Santa Claus. Where possible, short visits form a part of the programme; for example a study day at the University of Lancaster's Department of Philosophy or an afternoon exploring Blackpool Pleasure Beach behind the scenes. It is a crucial part of the ethos of the Society that its members drive its activities, assisted where necessary by Mr R Golding.

The Society has a notice board in the main school corridor, where termly events are posted as well as weekly, philosophical thoughts, to provoke personal reflection among all pupils. Members of the Society will present 1 minute 'Thoughts for the Week' during Tuesday full school assemblies.

The Open University YASS

The Young Applicants in Schools and Colleges Scheme is run by the Open University and co-ordinated by the Director of Higher Education/Careers. All students have the opportunity to become involved in it, although additional advice and encouragement is provided on an individual basis.

Further details can be found online at www.openuniversity.co.uk/yass

UCST Opportunities

The UCST group co-ordinates additional extension opportunities for 'highly able' pupils. In 2010 four Yr10 pupils attended a Young Student Research event at Warwick University, debating 'Human Rights'.

Oxbridge Support

Mr R E Golding is the Oxbridge co-ordinator (OC), working with the Deputy Head (DH). The following schedule is followed by potential Oxbridge candidates:-

When	Activity	Details
Autumn Term Yr11	Oxbridge Evening for parents of potential candidates in Years 10, 11 and 12. The evening is open to any	This is organised by the OC and includes additional presentations by the DH and the

	interested pupils.	Senior Teacher with responsibility for Careers/HE. The evening provides an initial overview of reasons for applying to Oxford or Cambridge; the typical profile of a successful student; the application process.
Summer Term Yr11	Independent extension work discussed with G&T pupils in Years 10 and 11 for the summer vacation.	Respective HoDs identify potential Oxbridge applicants and suggest appropriate reading.
Autumn Term Yr12	Oxbridge Evening for parents of potential candidates in Years 10, 11 and 12. The evening is open to all pupils.	As above.
Spring Term Yr12	Oxford and Cambridge Student Conference for any interested pupils in Year 12.	This is organised by the OC and takes place in Manchester.
Summer Term Yr12	Follow up pupil interviews with OC and DH. The outcome is recorded in spreadsheet format, held by the DH and OC.	Co-ordinated by the DH, each pupil who attended the Conference is interviewed and their plans and aspirations discussed. Guidance and advice is offered as appropriate.
	Subject Mentors allocated per pupil. Record sheet of meetings/tasks to be completed by Mentors and Pupils and passed to DH at end. An overview of practice is held by the DH and OC.	Subject Mentors meet on an extra-curricular basis with potential applicants and discuss/advise on extension reading/work for the summer vacation.
	Individual post-examination visits to Oxford and Cambridge College Open Days.	Pupils visit independently.
Autumn Term Yr 13 September	Pupils confirm intention to apply to Oxbridge with OC by end of second week of term. Overview held by DH and OC.	OC actively seeks confirmation from all pupils involved and liaises with DH. Pupils may be advised in the light of their AS results.
	Personal Statements prepared.	OC and DH to see/advise on all Oxbridge personal statements between them, prior to UCAS submission. End of September deadline.

	Subject Mentors continue to meet with pupils and advise/guide/extend.	DH to co-ordinate and maintain overview of practice.
	Interview guidance (until December).	OC meets with applicants on Friday afternoons by arrangement to practise 'interview-style' thinking skills.
October	Pupils collect relevant work for submission.	Subject Mentors ensure that 2 appropriate and representative pieces of written work will be available for November start, if a pupil is called for interview.
	Application forms sent to Oxford, Cambridge and UCAS (to be received by mid-October).	Co-ordinated by Senior Teacher.
November	Practice interviews arranged with all applicants.	Co-ordinated by OC, involving external assistance where possible, to ensure that the experience is rigorous, demanding and authentic.
	Applicants informed if selected for interview. Sample work to be submitted.	Co-ordinated by Departmental Mentors and OC.
December	Oxford and most Cambridge interviews.	All candidates must meet with the DH before departing for interviews.
	Oxford candidates notified of offers.	The DH to be informed of any news by email by students themselves.
Spring Term Yr13 January	Cambridge candidates notified of offers and pool interviews held. Feedback collected by DH where possible, and shared as appropriate.	The DH to be informed of any news by students themselves or any colleagues.