



# SOUTH WILTS GRAMMAR SCHOOL FOR GIRLS (ACADEMY)

## SCHOOL AIMS

South Wilts is a progressive grammar school for girls, which aims to maintain high academic standards and cultural achievement within a caring environment. We seek to encourage responsibility and personal fulfilment so that students attain their maximum potential. The School is dynamic and works with the community to prepare its students for life-long learning and adult independence.

### GIFTED, TALENTED AND EXCEPTIONALLY ABLE STUDENTS POLICY

#### 1. Statement of school's philosophy and aims

- In the pursuit of school – wide excellence we aim to provide opportunities for all our students to reveal, display and extend their abilities.
- We acknowledge the potential of each individual student and seek to nurture the Gifted, Talented and Exceptionally Able within our school through a broad range of opportunities.
- We believe that nurturing the needs of Gifted, Talented and Exceptionally Able students is a factor in raising achievement for all.
- We seek to be inclusive in our approach and, in our context, are sensitive to the potential impact of labelling a group of students as Gifted, Talented or Exceptionally Able.
- We do not publicly identify students as Gifted, Talented or Exceptionally Able to parents or students, but use identification as a means to support students in school.
- We believe in providing appropriate challenge within the broad and balanced curriculum of the school.

#### 2. Definition of Gifted, Talented and Exceptionally Able.

- Gifted and Talented students encompass the top 5-10% of students nationally and Exceptionally Able the top 2%. We recognise that a very large percentage of our students fall within these categories.
- Gifted refers to students who achieve or have the ability to achieve at a level significantly in advance of their year group nationally, in one or more subjects in the statutory curriculum.
- Talented refers to students who have this ability or potential in arts, music, PE, sport or creative art.
- Exceptionally Able refers to the most able of the Gifted and Talented students and in our school will encompass 5-10% of our students.

#### 3. Identification strategies

- We aim to identify Gifted, Talented and Exceptionally Able students using a variety of methods.
- We identify Gifted students by prior performance data i.e.
  - 129 in any Cognitive Ability Test battery;
  - top 5% nationally in KS2 SATs;
  - level 8 in more than one teacher assessed KS3 level;
  - capped GCSE Points Score of 428 or above.
- We identify talented students by teacher identification in music, art and PE.
- We identify our Exceptionally Able students by:
  - prior attainment as above, as well as via teacher recommendation;
  - use of checklists – general and / or subject specific to help teachers with their initial identification;
  - 11+ data, internal assessments and examination results.
- We promote the early identification of Gifted, Talented and Exceptionally Able students, using information passed on by other schools and the exchange of information within the school.

- Teachers will be encouraged to use their professional judgement and experience through observation of students' rates of progress in acquiring relevant knowledge, skills and understanding.
- Our Gifted and Talented students are recorded on the national database via the school census. In addition, our Exceptionally Able students are highlighted to staff to ensure appropriate challenge is provided in class.
- Students entering the school after year 7 are assessed as soon as prior attainment data is available and annually in the spring term by teacher recommendation.

#### **4. Provision within the school and beyond**

We aim within the structure of the school to:-

- ensure that all students are suitably challenged in all lessons so that Gifted, Talented and Exceptionally Able students make appropriate levels of progress;
- provide the opportunities for differentiated work / resources and opportunities for open-ended homework;
- develop and provide opportunities for extension work / projects and provide appropriate pastoral care;
- provide opportunities for professional development of teachers to inform teaching strategies e.g. make contact with experts external to the school;
- provide a wide range of extra curricular opportunities to encourage talent to flourish;
- provide opportunities for staff to share T&L ideas with colleagues from the SWAT;
- provide opportunities for students to work together in the Wessex Partnership;
- provide mentoring and additional provision for students of exceptional ability where deemed appropriate;
- promote 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.

#### **5. Teacher / student skill development across the curriculum**

We recognise that all students are entitled to develop their potential to the full and in our context we have a higher than average proportion of Gifted, Talented and Exceptionally Able students. As a result we believe in promoting challenge for all students. We do not therefore publicly identify students as Gifted, Talented or Exceptionally Able to students or parents. We will endeavour to promote this development through the enhancement of the teachers' own awareness and skills.

- We will ensure the teaching of questioning, thinking and problem solving skills.
- We will provide opportunities to develop effective research techniques, library and ICT skills.
- We will encourage the development of communication skills.
- We will promote a culture of determination to succeed.
- We will encourage and celebrate the expression of special ability – musical, sporting, theatrical and artistic through assemblies, presentations, commendations, certificates etc.

#### **6. Monitoring, assessment and review**

The member of SLT in charge of Gifted, Talented and Exceptionally Able learning will:-

- ensure all teachers are involved in identifying Gifted, Talented and Exceptionally Able students;
- liaise with teachers/SLT to develop and agree effective methods of collecting and monitoring data pertaining to Gifted, Talented and Exceptionally Able students;
- develop links for information exchange, sharing good practice, CPD, resources etc;
- liaise with parents and external agencies;
- monitor the pastoral care and consult with students;;
- review the policy in accordance with the school's three yearly cycle;
- ensure that all lessons provide opportunity for challenge through departmental review and performance management objectives.