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for the education of Gifted and Talented Students in Ealing's Schools

PRINCIPLES

The London Borough of Ealing

- is committed to the principle of opportunity for achievement and excellence for all. This means that all students have the right to an education appropriate to their abilities and needs.
- believes that all schools contain students of high ability and of specific talents and that the curriculum should stimulate, challenge and support these gifted and talented students.
- recognises that it will sometimes be appropriate to provide additional activities and experiences designed for these students.
- has the duty to assist students who may develop their potential less readily than others for a variety of factors which may include motivation, self esteem, peer pressure, socio-economic, cultural, linguistic and disability.
- is committed to support schools through the Gifted and Talented and the Excellence Challenge strands of Excellence in Cities for 11-19 year old students. Excellence in Cities initiative and through EDP2 for primary aged pupils
- believes that education should be a partnership between school, student and parents
- believes that students should be encouraged to take responsibility for their own learning.

Teachers in schools should see themselves at 'talent spotters', constantly on the lookout for signs of ability or talent.

(Deborah Evre. 2002)

AIM

Gifted and talented students should be discovered, stimulated and challenged fully so they achieve their maximum potential in the context of a culture of effective learning and high achievement.

DEFINITION

Gifted students may demonstrate a significantly higher level of attainment, or the potential to achieve this, than most students of the same age in several curriculum areas.

Talented students may demonstrate high levels of performance in physical, artistic, technological or linguistic areas. They may have clear leadership qualities; they may have excellent interpersonal and/or intrapersonal skills; or they may demonstrate creative thinking

OBJECTIVES

It is recommended that schools should:

Policy and responsibility

- develop a policy for Gifted and Talented students and address the needs of Gifted and Talented students in the school improvement plan.
- appoint a co-ordinator with sufficient time and seniority appropriately placed in the management structure
- ensure that all staff understand and support the initiative and are trained to enable them to contribute fully.
- engage the support of the Governing body
- respond to the recommendations of the DfES for Cities Gifted and Talented and Excellence Challenge strands of the Excellence in Cities initiative*.

Essentials for creativity:

- *motivation*
- *knowledge*
- *opportunity*
- *creative teaching style*
- *encouragement to be creative*
- *acceptance of one's own personality*
- *the courage to be different*

(Joan Freeman, 1998)

Identification

- identify a cohort of the top 10% of students in each year group. Students displaying all round intellectual ability should make up about two thirds of this cohort. Some students will be identified as soon as they start school, but others may not be identified until later. This cohort should be broadly representative of the social and cultural composition of the year group. The main purpose of this cohort is for monitoring the initiative*.
- also keep a flexible register. Students have the potential to demonstrate talents and abilities in a range of areas, and schools need to ask the question 'How is this student intelligent?' as well as 'How intelligent is this student?'
- consider identifying an extended cohort including other students of high ability for whom this provision is appropriate.
- devise methods for identifying under achieving gifted and talent students
- formulate procedures for informing and involving parents

Teaching and learning

- provide enrichment opportunities both within lessons and as extra-curricular activities, that will extend students' knowledge, experience and understanding beyond the requirements of the national curriculum and examination syllabuses.
- provide opportunities to ensure that students are equipped to achieve their potential in key stage tests and public examinations.
- develop the school curriculum to provide suitable challenge and stimulus to ensure that students are fully extended including the development of higher order thinking skills.
- consider the issue of student grouping to ensure the optimal effectiveness for student learning and progression.
- recognise different learning styles when implementing a range of teaching and learning strategies to meet the needs of gifted and talented students deploying suitably demanding resources.
- set curricular targets with individuals, involving the students in the process.
- recognise that gifted students need stimulation and motivation from discussion and debate with similarly gifted students and adults from within the school and beyond.
- implement strategies to identify and support underachievers.

Monitoring

- implement procedures for monitoring the achievement of the gifted and talented students.
- ensure curriculum plans and lessons reflect the needs of gifted and talented students
- collect data relating to the provision.
- keep records of activities and student participation.
- include provision for gifted and talented students in the school's monitoring procedures.

Evaluation

- provide an annual report drawn from its own self evaluation procedures to the Gifted and Talented Strand Co-ordinator*
- analyse key stage and examination results of the gifted and talented cohort to inform planning.
- involve students in decisions concerning their own learning/

London Borough of Ealing will assist schools by:

- the support of the Strand Co-ordinators for Gifted and Talented and Excellence Challenge of Excellence in Cities and the Primary Co-ordinator for Gifted and Talented pupils;
- providing professional development opportunities for staff;
- providing advice, information and access to resources;
- seeking to implement the policy of the DfES.

This policy will be reviewed on an annual basis. * High schools only.

We set the following principles regarding provision for the highly able:

- *The development that would make the most difference in education of the highly able is a change of attitude among teachers, LEAs, but perhaps even more importantly among the public and society at large.*
- *The emphasis must be on improving provision in mainstream schooling.*
- *There is no single "best way" to meet all these children's needs;*
- *Highly able children must be allowed to enjoy their childhood; and*
- *There is already good practice in a range of areas*

(House of Commons Select Committee on Education and Employment, 1999)