

chaseterracetechnologycollege

Gifted and Talented Handbook

Chase Terrace Technology College

Gifted and Talented Handbook

This handbook for Gifted and Talented provision contains useful information for teaching and support staff. All staff have a responsibility to know who G&T students in their classes are and to deal with them appropriately (required by school observation proforma and OfSTED criteria).

The contents of this handbook are subject to review and can be amended as necessary.

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1. Contact

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2. G&T Overall Aim

Gifted (or more able)– Students who are exceptionally able in academic subjects.

Talented – Students who are exceptionally able in creative subjects.

“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,2008]

The Gifted and Talented programme aims to enhance the opportunities of the most academically able and talented children in the school. The school has a commitment towards excellence for all and strongly believes that true inclusion can only be achieved through stretching the most able and supporting the least able. The Gifted and Talented programme allows all students to achieve their full potential.

3. The G&T Cohorts

The DFE requires that each school identifies an ‘official’ G&T cohort, which constitutes 5 – 10% of each year group. At Chase Terrace Technology College we aim to identify 10%. Students who are put onto this register will remain on the register, although provision will be adapted as needs change. The G&T cohort should reflect the profiles of the students in school.

The school also has ‘subject’ cohorts. There is no limit to the number of students placed on subject cohorts and they may change from year to year.

Official Cohort + Subject Cohorts = the Wider Cohort

The G&T coordinator maintains all cohort lists and any member of staff can find them in Staff Shared Area. All teachers should have members of the official cohort and the relevant subject cohort marked in their personal registers.

4. Identification of the Official Cohort

7% of the Official Cohort is identified in the Autumn term of year 7. The following measures are used:

- SATS assessment data
- FFT Projections
- Teacher recommendation (all teachers are consulted via memos)

A further 3% of students are identified in the Summer term. This later identification process is to give greater accuracy as teachers felt that some students ‘blossomed’ once they had settled into the school. Teachers receive a second memo in the Summer term to assist with this procedure.

Parents of students on the official cohort are contacted at least twice yearly, through parental engagement sessions and parents will be encouraged to work with the school to ensure the best for their G&T child.

From September 2011, parents will receive a “pupil guarantee” which will outline the extra challenge and support that the student will receive.

5. Identification of the Subject Cohorts

All subjects have identified a subject cohort, based on the measures outlined in the G&T Subject policies (section 9) Heads of Subject are contacted in the Autumn term to see if they wish to make any amendments to their cohort. Teachers are also able to contact the co-ordinator during the year to make additions or deletions.

Parents of students on the subject cohorts will be contacted if their child is placed on a specific subject register.

6. Provision for Gifted and Talented Students

- i. Extension material within schemes of work. Each Head of Subject has a meeting with the coordinator once every two years. During these meetings, schemes of work and reviewed and targets are set for the forthcoming year. Support is then given in order to achieve these targets.*
- ii. General approaches in the classroom: With subject teachers leading emphasis will be placed on the planning, student organisation, differentiation, questioning techniques, thinking skills, study skills, activities and use of resources to imbed stretch and challenge in the classroom.*
- iii. G&T sessions The setting up of a G&T working group will determine the type of sessions that are needed to improve the achievement of G&T students.*
- iv. DofE Award Scheme and involvement in Aim Higher activities.*
- v. Cluster activities. These are organised in conjunction with other schools in the Lichfield and Burntwood Consortium. They cover all subject areas and some are cross-curricular, e.g. MFL Cell and transition activities, Primary provision of Physical Education activities, mini Olympics and master classes.*
- vi. Subject activities. These are organised by individual departments and funded and supported by G&T. Activities take place in nearly all subject areas, e.g. the ‘Creative Writing Club’ run by the English Department.*
- vii. Extra curricular activities. These are organised by members of the school staff and cover various areas, such as school drama productions. Often this support is financial in nature, allowing the activity to go ahead*

7. Monitoring G&T

Provision of G&T and student’s progress is monitored regularly. This is achieved through meetings with HOD and other staff and also through the gathering of student opinion and data.

During 2010-11 a new system will be introduced for gathering student opinion This system allows students to log onto a computer and complete an anonymous questionnaire. The results of this are then distributed to staff in the summer term and also can be used to deal with parental queries.

8. G&T Official Cohort Lists

Year 13

Year 12

Year 11

Year 10

Year 9

Year 8

Year 7 to be identified after time of print.

Reviewed by: Governors’ Curriculum Committee

Date of Review: September 2012

Next Scheduled Review: September 2013

9. G&T Subject Policies

The following pages contain the policies written by each department about G&T (in alphabetical order).

These policies will undoubtedly need to change over time, particularly considering changes in staffing. Heads of Subject are responsible for these policies and they should contact the G&T coordinator if they wish to amend any information contained in these pages. The table below names the members of staff who are G&T co-ordinators for their department area.

Appendix of Staff by Department

Department	G&T Co-ordinator	Department	G&T Co-ordinator
Art	D.Marinkovic	Maths	D.Barnard
Business Studies	R.Graham	Media	L.Harris-Ayre
Citizenship	S.Wilson	MFL	R.Lancett
D&T	S.Douglas	Music	R.Baggott
Drama	D.Maymand/S.Jacques	PE	J.Swannell
English	M.McGrath	Performing Arts	R.Baggott
Geography	S.Iomax	Politics	C.Barnes
History	C.Barnes	Psychology	J.Hegarty
ICT	G.Longworth	RE	C.Jackson
Science	M.Harris	Sociology	R.Giles

9.1 Subject policy: Art

Identification:

In Art able pupils are identified using a variety of methods including:

- 1) Standardised national assessments: for example KS2 SATs and TAs (usually levels 5 and above) KS3 SATs and TAs (usually level 7 and above) GCSEs (usually A or A*) and AS results (usually A grades). This method will identify students whose past performance suggests that they will be gifted/talented in Art
- 2) Objective test results:
- 3) The Art department monitors students assessment sheets, sketchbooks, review (verbally or written), target setting activities and discussions in class. Base guidelines, are Level 5c and above in Year 7, level 6c and above in Year 8, level 7c and above in Year 9.
- 4) Teacher nominations: teachers will select pupils in their classes who show very high ability or potential. During the G and T item in the departmental meeting, staff will generate a list of between 10 and 20 students in each year group. These names will form the departmental cohort and will go forward to the G and T co-ordinator as part of the selection process to establish the over all G and T cohort for each year group. This method will be of particular value in a "talented" subject such as Art

Each member of staff in the department is expected to mark in their register those pupils who have been identified within their subject and to differentiate their lessons accordingly.

In Art the sorts of skills, attributes and abilities which characterise talent include:

- 1) Possessing the requisite skills and techniques needed to convey their messages with confidence.
- 2) The ability to record the world around them with accuracy, sensitivity to line, colour, pattern, texture and tone
- 3) Displaying an urge to work without directions and sometimes exhibiting a degree of obsessiveness
- 4) Being interested in experimenting with a range of materials.
- 5) Prepared to take risks creatively and independently
- 6) Enjoying communicating all visual aspects of the world around them.

Provision:

In order to meet the needs of the more able students in Art we have taken an active role in the Gifted and Talented initiative. The department is currently in the process of modifying schemes of work in order to create distinct teaching and learning programmes which are specifically aimed at the most able students. The types of activities which are included in these new schemes of work include those which:

- 1) Provide opportunities for pupils to engage in looking at and talking about a wide range of visual stimuli
- 2) Encourage pupils to recognise that expressive aspects of art reflect different responses
- 3) Ensure a good balance between the range of techniques taught.
- 4) Encourage pupils to acquire a deep knowledge and understanding of theories and models using resources aimed at older students where appropriate.
- 5) Encourage pupils to sustain concentration by working for longer periods of time on the development and evaluation of ideas.

The department is committed to sharing its good practice in this area and disseminates its work at a school level by storing its revised teaching and learning programmes in the "Gifted and Talented" folder of the shared drive and to other schools through the G and T co-ordinator.

In addition to the above the department has also been involved in the following G and T related activities:

- 1) Enrichment: Art * Day. Trip to the British museum. Visiting artist.
- 2) Opportunities to get involved with competitions and attend extra exhibitions, conferences and talks
- 3) Training: Staff have participated in INSET at school

9.2 Subject policy: Business Studies

Identification:

In Business Studies able students are identified using a variety of methods including:

- 5) Standardised national assessments: for example KS2 SATs and TAs (usually levels 5 and above) KS3 SATs and TAs (usually level 7 and above) GCSEs (usually A or A*) and AS results (usually A grades). This method will identify students whose past performance suggests that they will be gifted/talented in Business Studies
- 6) Objective test results:
- 7) Teacher nominations: teachers will select students in their classes who show very high ability or potential. During the G and T item in the departmental meeting, staff will generate a list of between 10 and 20 students in each year group. These names will form the departmental cohort and will go forward to the G and T co-ordinator as part of the selection process to establish the over all G and T cohort for each year group.

Each member of staff in the department is expected to mark in their register those students who have been identified within their subject and to differentiate their lessons accordingly.

In Business Studies the sorts of skills, attributes and abilities which characterise talent include:

- 1) Developing and understanding a high level of understanding of new concepts by asking perceptive and challenging questions
- 2) Applying previously learnt knowledge and skills to new situations in order to make interpretations, develop hypothesis or reach conclusions
- 3) Being able to develop business ideas and concepts to produce plans or campaigns to "sell" a product or idea in an imaginative and creative way
- 4) Be able to make connections between theories and apply them to examples
- 5) Confidently use correct business terminology

Provision:

In order to meet the needs of the more able students in Business Studies we have taken an active role in the Gifted and Talented initiative. The department is currently in the process of modifying schemes of work in order to create distinct teaching and learning programmes which are specifically aimed at the most able students. The types of activities which are included in these new schemes of work include those which:

- 1) Provide opportunities for students to engage in up-to-date and fresh approaches to understanding the business world
- 2) Encourage students to recognise that a range of factors affect the success and development of organisations
- 3) Ensure a good balance between activities developing higher order thinking and the development of softer skills such as team-working and communication skills
- 4) Encourage students to acquire a deep knowledge and understanding of theories and models using resources aimed at older students where appropriate.
- 5) Encourage students to consider the 'whole picture', so that they developing strategic and lateral- thinking skills

The department is committed to sharing its good practice in this area and disseminates its work at a school level by storing its revised teaching and learning programmes in the "Gifted and Talented" folder of the shared drive and to other schools through the G and T co-ordinator.

In addition to the above the department has also been involved in the following G and T related activities:

- 4) Enrichment: Activities are currently being developed
- 5) Training:
 - Staff have participated in INSET at school.
 - HOD holds range of positions including Boardworks writer/reviewer for Business Studies, BTEC External Verifier, IFS Examiner. These additional roles help in contributing additional stretching resources and exposure to best practice which can be integrated in classroom and therefore have a positive impact on G & T learners.

Reviewed by: Governors' Curriculum Committee

Date of Review: September 2012

Next Scheduled Review: September 2013

9.19 Subject policy: Citizenship

Identification:

In Citizenship, able pupils are identified using a variety of methods including:

- 1) Objective test results:
- 2) Teacher nominations: teachers will select pupils in their classes who show very high ability or potential. During the G and T item in the November departmental meeting, staff will generate a list of between 10 and 20 students in each year group. These names will form the departmental cohort and will go forward to the G and T co-ordinator as part of the selection process to establish the over all G and T cohort for each year group.

Each member of staff in the department is expected to mark in their register those pupils who have been identified within their subject and to differentiate their lessons accordingly.

In Citizenship the sorts of skills, attributes and abilities which characterise giftedness include:

- 1) Asking relevant and challenging questions
- 2) The ability to draw meaning from a range of abstracts and sources
- 3) The ability to reflect on feelings, experience and beliefs
- 4) The ability to debate issues using evidence and argument
- 5) The ability to listen to others and allow others to contribute to discussions

Provision:

In order to meet the needs of the more able students in Citizenship we have taken an active role in the Gifted and Talented initiative. The department is currently in the process of modifying schemes of work in order to create distinct teaching and learning programmes which are specifically aimed at the most able students. The types of activities which are included in these new schemes of work include:

- 1) Using and applying a range of methods to allow students to express themselves
- 2) Making sophisticated connections between every day life and themes learnt in Citizenship
- 3) Expressing and exploring more challenging questions about Citizenship
- 4) Debating and questioning previously held beliefs

The department is committed to sharing its good practice in this area and disseminates its work at a school level by storing its revised teaching and learning programmes in the "Gifted and Talented" folder of the shared drive and to other schools through the G and T co-ordinator.

In addition to the above the department has also been involved in the following G and T related activities:

- 1) Training: staff have participated in school INSET on G and T
- 2) Resources: the department has purchased a range of resources specifically for able pupils.

9.4 Subject policy: Design and Technology

Identification:

In D&T, able pupils are identified using a variety of methods including:

- 1) Standardised national assessments: for example KS2 SATs and TAs (usually levels 5 and above) KS3 SATs and TAs (usually level 7 and above) GCSEs (usually A or A*) and AS results (usually A grades). This method will identify students whose past performance suggests that they will be gifted in D&T
- 2) Objective test results:
- 3) Teacher nominations: teachers will select pupils in their classes who show very high ability or potential. During the G and T item in the departmental meeting, staff will generate a list of between 10 and 20 students in each year group. These names will form the departmental cohort and will go forward to the G and T co-ordinator as part of the selection process to establish the over all G and T cohort for each year group.

Each member of staff in the department is expected to mark in their register those pupils who have been identified within their subject and to differentiate their lessons accordingly.

In D&T the sorts of skills, attributes and abilities which characterise giftedness include:

- 1) Having high achievement and enthusiasm particularly during the initial stages of a task.
- 2) The ability to appreciate the subtleties of problem identification.
- 3) The ability to extend the scope of design activities and anticipate the second order effects of designing.
- 4) The ability to appreciate the complexities of design challenges and to work independently
- 5) Enthusiasm when discussing aspects of design and presentation

Provision:

In order to meet the needs of the more able students in D&T we have taken an active role in the Gifted and Talented initiative. The department will modify schemes of work in order to create distinct teaching and learning programmes which are specifically aimed at the most able students. The types of activities which are included in these new schemes of work include:

- 1) Activities which include a range of practical skills and opportunities so that pupils can apply the skills in a design context.
- 2) During planning pupils will have the opportunity to make decisions on materials and techniques based on their understanding of the physical properties of materials.
- 3) Tasks which require that they work with tools, equipment, materials and components to a high degree of precision.
- 4) Evaluation activities which encourage pupils to use a broad range of evaluative criteria.
- 5) Projects which make use of techniques and systems usually associated with older pupils

The department is committed to sharing its good practice in this area and disseminates its work at a school level by storing its revised teaching and learning programmes in the "Gifted and Talented" folder of the shared drive and to other schools through the G and T co-ordinator.

In addition to the above the department has also been involved in the following G and T related activities:

- 1) Training: staff have participated in school INSET on G and T.
- 2) Bringing stretch and challenge into Key Stage 3, by exploring the option of setting students, so better differentiation
- 3) Entering students in various technology competitions, such as Robot Wars when funding is available.

9.5 Subject policy: Drama

Identification:

In Drama able pupils are identified using a variety of methods including:

- 1) Classroom observation of students in KS3 to identify students who show strong skills in performing (as we feel that identifying students according to SATs results can lead to students who are talented being overlooked) At Key stage 4 would be identify students who achieve Distinction for performance work. At Key Stage 5 students will be identified according to their GCSE results (A and A*) and A/S results (usually A grades). This method will identify students whose past performance suggests that they will be gifted/ talented in Drama
- 2) Teacher nominations: teachers will select pupils in their classes who show very high ability or potential. During the G and T item in the November departmental meeting, staff will generate a list of between 3 and 10 students in each year group. These names will form the departmental cohort and will go forward to the G and T co-ordinator as part of the selection process to establish the over all G and T cohort for each year group. This method will be of particular value in a "talented" subject such as Drama.

Each member of staff in the department is expected to mark in their register those pupils who have been identified within their subject and to differentiate their lessons accordingly.

In Drama the sorts of skills, attributes and abilities which characterise talent include:

- 1) Communicate their thoughts and ideas well
- 2) Be able to interpret feelings and ideas from written text so that they appear as though they are from ones own experience
- 3) Be confident performers
- 4) Be able to show appropriate emotions and feelings for a character, scene or stimulus
- 5) Have empathy with others when performing so that they get the best out of their performance and those around them

Provision:

In order to meet the needs of the more able students in Drama we have taken an active role in the Gifted and Talented initiative. The department is currently in the process of modifying schemes of work in order to create distinct teaching and learning programmes which are specifically aimed at the most able students. The types of activities which are included in these new schemes of work include those which:

- 1) Widen ones experience with different texts, plays etc
- 2) Theatre visits to further develop students understanding of a range of plays and performances.
- 3) Extra-curricular opportunities which support the development of those identified as "talented"
- 4) Workshops/ training opportunities with experienced theatre practitioners
- 5) The provision of Arts Award (Bronze, Silver and Gold levels) to further develop and extend skills

The department is committed to sharing its good practice in this area and disseminates its work at a school level by storing its revised teaching and learning programmes in the "Gifted and Talented" folder of the shared drive and to other schools through the G and T co-ordinator.

In addition to the above the department has also been involved in the following G and T related activities:

- 1) Enrichment: Performances for all year groups.
- 2) Training: Staff have participated in INSET at school

9.6 Subject policy: English

Identification:

In English, able pupils are identified using a variety of methods including:

1. Standardised assessment ; Teacher assessment (KS3, usually levels 5 and above. KS4, usually A and A*. KS5, usually A grades).
This method will identify students whose past performance suggests that they will be gifted in English.
2. Objective test results.
3. Teacher nominations: teachers will select pupils in their classes who show very high ability or potential. During the late Autumn departmental meeting, staff will generate a list of 20 + students in each year group. (Fewer at KS5, however, if working from the figures of 5% - 10 % of a year group being on the G and T register.)
These names will form the departmental cohort and will go forward to the G and T co-ordinator as part of the selection process to establish the overall G and T cohort for each year group.
Members of staff in the department will need to mark in their register those pupils who have been identified in the subject; lessons to be differentiated accordingly.

In English, the sorts of skills, attributes and abilities which characterise giftedness include:

- a) Pupils demonstrating a high level of understanding of new concepts, shown through their questioning styles.
- b) Pupils analysing language and literature to identify and interpret complex themes, ideas, patterns and methods of expression.
- c) Pupils producing original material which is well suited to a range of audiences.
- d) Pupils listening sensitively to the contributions of others in discussion and responding articulately.

Provision:

In order to meet the needs of the more able students the department strives to encourage independence within the students through a range of activities. The developing schemes of work at KS3, and the existing programmes in KS4 and KS5, create opportunities for pupils to:

Read more challenging texts and different genres and draw comparisons between these texts;

Speak coherently and confidently in a range of settings, to a range of audiences;

Experiment with their own writing style through a range of activities, in order to demonstrate, in fiction-writing, a control of character, event and setting; in non-fiction writing they can demonstrate coherence and a range of points of view.

Avail of working to, and within, assessment criteria, thereby grasping the workings of criteria whilst utilising peer and self-assessment.

Voice critical responses to texts; evaluate how writers achieve their effects through the use of language.

Believe in the notion that it is good to do well; be part of a 'culture of achievement'.

In addition to the above, the department has been involved in running the following G and T –related activities:

Debating competitively at national level – scheme run by Birmingham University. 2 KS4 students competed, reaching final competitive stages at Oxford University.

English and Art joint trip to Crosby Sands and Liverpool Art Gallery – creative writing outcome for the 30+ KS3 and KS4 students who went.

Department staff members have participated in G and T committee meetings in school.

9.7 Subject policy: Geography

Identification:

In Geography, able pupils are identified using a variety of methods including:

- 1) Standardised national assessments: for example KS2 SATs and TAs (usually levels 5 and above) KS3 SATs and TAs (usually level 7 and above) GCSEs (usually A or A*) and AS results (A/B grades). This method will identify students whose past performance suggests that they will be gifted in Geography
- 2) Baseline Assessment: 80% +
- 3) Teacher nominations: teachers will select pupils in their classes who show very high ability or potential. During the G and T item in departmental meeting, staff will generate a list of between 10 and 20 students in each year group. These names will form the departmental cohort and will go forward to the G and T co-ordinator as part of the selection process to establish the over all G and T cohort for each year group.

Each member of staff in the department is expected to mark in their register those pupils who have been identified within their subject and to differentiate their lessons accordingly.

In Geography the sorts of skills, attributes and abilities which characterise giftedness include:

- 1) Understanding physical and human phenomena across a wide range of scales and making links/connections
- 2) The ability to describe and explain the inter-relationships between people and places.
- 3) Recalling accurately detailed information about the features function and characteristics of places and areas.
- 4) A detailed knowledge of topical events which allows them to place national and international occurrences in the appropriate context.
- 5) A wide ranging and accurate geographical vocabulary.
- 6) An understanding of sustainability across the curriculum

Provision:

In order to meet the needs of the more able students in Geography we have taken an active role in the Gifted and Talented initiative. The department is currently in the process of modifying schemes of work in order to create distinct teaching and learning programmes which are specifically aimed at the most able students. The types of activities which are included in these new schemes of work include:

- 1) Activities which increase the breadth of study
- 2) Activities which increase the depth of study
- 3) Tasks which use resources which increase the complexity of the phenomena studied.
- 4) Tasks which allow for an increase in spatial scale
- 5) Exercises which allow pupils to demonstrate an in depth knowledge of social, political and environmental issues.

The department is committed to sharing its good practice in this area and disseminates its work at a school level by storing its revised teaching and learning programmes in the "Gifted and Talented" folder of the shared drive and to other schools through the G and T co-ordinator.

In addition to the above the department has also been involved in the following G and T related activities:

- 1) Enrichment: Links with Keele and University of Birmingham Universities RGSIGA
- 2) Enrichment: AS World Development Group meets fortnightly for year 10-13 G&T
- 3) Training: staff have participated in school INSET on G and T and it has been targeted as part of the performance management. Staff linked work with Keele University, mentoring sessions "understanding knowledge"
- 4) After school support sessions for GCSE A and A* students
- 5) Annual visits/seminars to support KS4 and KS5
- 6) Resources: the department has purchased a range of resources specifically for able pupils. Contemporary case studies, thinking skills and extensions

Reviewed by: Governors' Curriculum Committee

Date of Review: September 2012

Next Scheduled Review: September 2013

9.8 Subject policy: History

Identification:

In History, able pupils are identified using a variety of methods including:

- 1) Standardised national assessments: for example KS2 SATs and TAs (usually levels 5 and above) KS3 SATs and TAs (usually level 7 and above) GCSEs (usually A or A*) and AS results (usually A grades). This method will identify students whose past performance suggests that they will be gifted in History beyond the levels normally expected of the more able students in a teaching group.
- 2) Objective test results:
- 3) Teacher nominations: teachers will select pupils in their classes who show very high ability or potential. During the G and T item in the November departmental meeting, staff will generate a list of students in each year group. These names will form the departmental cohort and will go forward to the G and T co-ordinator as part of the selection process to establish the over all G and T cohort for each year group.

The History department will maintain a register of those students identified as G and T History and staff will differentiate their lessons for these students where appropriate and offer access to more challenging resources and activities outside the lesson.

In History the sorts of skills, attributes and abilities which characterise giftedness include:

- 1) Being able to rapidly absorb and sort information and to identify emerging patterns quickly and accurately
- 2) Being able to make connections between periods ranging across large tracts of time.
- 3) Being able to cope with contradictory sources and enjoying problem solving
- 4) Being interested in abstract, philosophical and political ideas.
- 5) Being able to look across periods to find examples of the past repeating itself.

Provision:

History department POS's contain examples of more challenging tasks that are suitable for G. and T. History students. The types of activities which are included in these schemes of work include:

- 1) Activities which give more scope to present their ideas in imaginative ways
- 2) Exercises that encourage pupils to explain different interpretations of the past.
- 3) Questions which have a philosophical or moral dimension
- 4) Activities which allow pupils to make the links between different eras.
- 5) Opportunities to discuss and debate issues which arise in the course of their study.

The department is committed to sharing its good practice in this area and is working towards disseminating work at a school level by storing its teaching and learning programmes in the "Gifted and Talented" folder of the shared drive and through the G and T co-ordinator.

In addition to the above the department has also been involved in the following G and T related activities:

- 1) Enrichment: targeted revision sessions and coursework clinics for the most able
- 2) Training: staff have participated in school INSET on G and T.
- 3) Resources: the department has a range of resources specifically for able pupils.

9.9 Subject policy: ICT

Identification:

In ICT, able students are identified using a variety of methods including:

- 1) Standardised national assessments: for example KS2 SATs and TAs (usually levels 5 and above) in particular in Maths and Science, KS3 TAs (usually level 7 and above) GCSEs (usually A or A*) and AS results (usually A grades). This method will identify some students whose past performance suggests that they will be gifted in ICT, although many students will be identified as courses progress due to limited ICT access in previous key stage.
- 2) Objective test results: This method helps to identify students who have the potential to do well in ICT including those who are currently underachieving.
- 3) Teacher nominations: teachers will select students in their classes who show very high ability or potential. During the G and T item in the departmental meeting, staff will generate a list of between 10 and 20 students in each year group. These names will form the departmental cohort and will go forward to the G and T co-ordinator as part of the selection process to establish the over all G and T cohort for each year group.

Each member of staff in the department is expected to mark in their register those students who have been identified within their subject and to differentiate their lessons accordingly.

In ICT the sorts of skills, attributes and abilities which characterise giftedness include:

- 1) The ability to combine forms of information (including electronic) to present to an audience
- 2) The ability to select appropriate ICT facilities for specific tasks.
- 3) The ability to use ICT equipment and software to measure and record physical variables.
- 4) Being able to identify the advantages and disadvantages of different data handling systems.
- 5) Being able to design computer models and procedures which meet identified needs.
- 6) Being curious and wanting to know how things work and why they work in specific ways as well as wanting to work things out independently

Provision:

In order to meet the needs of the more able students in ICT we have taken an active role in the Gifted and Talented initiative. The department is currently in the process of modifying schemes of work in order to create distinct teaching and learning programmes which are specifically aimed at the most able students. The types of activities which are included in these new schemes of work include:

- 1) Opportunities for students to produce multimedia presentations
- 2) Creating a template for a letter to agreed specifications.
- 3) Chances for students to use data logging equipment.
- 4) Exercises which allow students to manipulate large databases as the basis for extended work.
- 5) Activities in which they design and test computer models of their own using spreadsheets.

The department is committed to sharing its good practice in this area and disseminates its work at a school level by storing its revised teaching and learning programmes in the "Gifted and Talented" folder of the shared drive.

In addition to the above the department has also been involved in the following G and T related activities:

- 1) Enrichment: activities include stock frame animation, visits to Staffordshire University and multimedia club
- 2) Enrichment activities are entering students work for the SAFTAS
- 3) Training: staff have participated in school INSET on G and T.
- 4) Resources: The robot is used for extension activities for those students who are most able in the control units.
The ICT department is open every lunchtime to enable students to have access to the computer facilities

Reviewed by: Governors' Curriculum Committee

Date of Review: September 2012

Next Scheduled Review: September 2013

9.10 Subject policy: Maths

Identification:

In Maths, able students are identified using a variety of methods including:

- 1) Standardised national assessments: for example KS2 SATs and TAs (usually levels 5 and above) KS3 SATs and TAs (usually level 7 and above) GCSEs (usually A or A*) and AS results (usually A grades). This method will identify students whose past performance suggests that they will be gifted in Maths
- 2) Objective test results:
- 3) Teacher nominations: teachers will select students in their classes who show very high ability or potential. During the G and T item in the departmental meeting, staff will generate a list of between 10 and 20 students in each year group. These names will form the departmental cohort and will go forward to the G and T co-ordinator as part of the selection process to establish the over all G and T cohort for each year group.

Each member of staff in the department is expected to mark in their register those students who have been identified within their subject and to differentiate their lessons accordingly.

In Maths the sorts of skills, attributes and abilities which characterise giftedness include:

- 1) For a given situation, the ability to extract the structure and operate with it
- 2) The ability to operate with symbols (including number)
- 3) The ability to estimate, to work systematically and to operate spatially.
- 4) A high degree of competence in identifying relationships, visualising, predicting and generalising.
- 5) The ability to reason logically, express ideas concisely, work creatively and flexibly and memorise mathematical knowledge.
- 6) The ability to handle genuinely multi-step problems, and to recognise the importance of proof.

Provision:

In order to meet the needs of the more able students in Maths we have taken an active role in the Gifted and Talented initiative. The department is currently in the process of modifying schemes of work in order to create distinct teaching and learning programmes which are specifically aimed at the most able students. The types of activities which are included in these new schemes of work include:

- 1) Opportunities for students to identify relationships and patterns and use algebra and computers to model these and real life situations.
- 2) Opportunities to use higher level resources, for example using GCSE texts with able Key Stage Three students
- 3) Chances for students to solve problems involving calculating with powers roots and numbers expressed in standard form.
- 4) Exercises which allow students to manipulate and evaluate algebraic formulae.
- 5) Activities in which they use rules of indices for negative and fractional values.

The department is committed to sharing its good practice in this area and disseminates its work at a school level by storing its revised teaching and learning programmes in the "Gifted and Talented" folder of the shared drive and to other schools through the G and T co-ordinator.

In addition to the above the department has also been involved in the following G and T related activities:

- 1) Enrichment: A large number of students take part in the "Maths Challenge" There are "Step sessions" for able sixth formers and our gifted Year 9's and 11's attended city based revision courses.
- 2) Training: staff have participated in school INSET on G and T..
- 3) Resources: the department has purchased a range of resources specifically for able mathematicians, such as Jaguar Challenge
- 4) Extensive revision sessions for those students who are predicted A* or A grades at GCSE

9.11 Subject policy: Media

Identification:

In Media able pupils are identified using a variety of methods including:

- BTECs (usually Distinctions), GCSEs (usually A or A*) and AS/A Level results (usually A grades). This method will identify students whose performance suggests that they will be gifted in Media;
- Teacher nominations: teachers will select pupils in their classes who show very high ability or potential. During November, Media staff will generate a list of between 5 and 10 students in Key Stage 4 and 5 and 10 students in Key Stage 5. These names will form the subject cohort and will go forward to the Gifted and Talented co-ordinator as part of the selection process to establish the over all Gifted and Talented cohort for each year group.
- At Key Stage 3, teachers will nominate students who have a clear grasp of 'multi-modal texts' in terms of appropriate language use and register, and flair when using a range of difference software programs in order to create realistic media texts.

Each member of the Media team is expected to mark in their register those pupils who have been identified within their Media class and to differentiate their lessons accordingly.

In Media the sorts of skills, attributes and abilities which characterise giftedness include:

- 1) Developing and demonstrating a high level of understanding of Media Key Concepts and being able to apply them in a perceptive and synthesised manner;
- 2) Independently applying previously learnt knowledge and skills to new texts in order to interpret meaning;
- 3) Show synoptic skills by applying all aspects of the course to the planning and production of practical texts;
- 4) Demonstrating creative ability through the use of equipment and software, targeting specific audiences successfully;
- 5) Producing original Media texts independently or as a significant member of a team, which are well suited to a range of target audiences;
- 6) Recognise the success and failures of productions, acting upon self evaluation and peer evaluation in an independent and well considered way.

Provision:

In order to meet the needs of the more able students in Media, we have taken an active role in the Gifted and Talented initiative. The Subject Leader will provide clear opportunities on medium term plans, which will stretch and challenge G & T students. The team will be expected to use the opportunities highlighted on medium term plans in order to create distinct teaching and learning activities which will challenge more able students. The types of activities which are included in these adapted schemes of work include:

- 1) Opportunities for pupils to choose a range of equipment to create multimedia formats;
- 2) Opportunities for pupils to work and research independently, applying acquired skills and knowledge;
- 3) More opportunities to revise synoptic skills by drawing all elements of the course together;
- 3) The chance for pupils to be creative and develop original ideas through increased autonomy;
- 4) Opportunities to act in a number of creative roles, both production and post-production;
- 5) Opportunities for pupils to articulate personal and critical responses to their own work and that of other students.

In addition to the above the Media team has also been involved in (or will be involved in) the following Gifted and Talented related activities:

- National Schools' Film Week - attending screenings and lectures from industry experts;
- The 'Stretch and Challenge' element of the OCR Specification for GCE Level Media has been referred to, discussed and applied to medium term schemes;
- A trial of Double Award GCSE Media Studies within a two year period;
- Enrichment Week activities could potentially include cross-curricular activities with Drama in order to gain Bronze Arts' Award for Key Stage 3 students;
- Enrichment Week activities for Key Stage 5 to be used as 'independent' practical weeks in order for students to direct themselves, giving them more autonomy;
- Using Key Stage 4 and 5 students to act in a directing and editorial role for the new school radio station;
- Giving Key Stage 5 students responsibility for devising a concept for a 'Media Showcase Evening'.

9.12 Subject policy: Modern Foreign Languages

Identification:

In MFL, able students are identified using a variety of methods including:

- 1) Standardised national assessments: for example KS2 SATs and TAs (usually levels 5 and above) KS3 SATs and TAs (usually level 7 and above) GCSEs (usually A or A*) and AS results (usually A grades). This method will identify students whose past performance suggests that they will be gifted in MFL
- 2) Objective test results: for example CATs (from 2001), MIDYIS (usually in Band A with a standardised score above 120), YELLIS (usually with a score above 70) and ALIS (usually with a TMG of A or B). This method helps to identify students who have the potential to do well in MFL including those who are currently underachieving.
- 3) Teacher nominations: teachers will select students in their classes who show very high ability or potential. During the G and T item in the departmental meeting, staff will generate a list of between 10 and 20 students in each year group. These names will form the departmental cohort and will go forward to the G and T co-ordinator as part of the selection process to establish the over all G and T cohort for each year group.

Each member of staff in the department is expected to mark in their register those students who have been identified within their subject and to differentiate their lessons accordingly.

In MFL the sorts of skills, attributes and abilities which characterise giftedness include:

- 1) Having well developed listening discrimination skills and applying them to mimic pronunciation and intonation.
- 2) Recognising grammatical patterns and applying them in a variety of contexts.
- 3) Grasping meaning and making intuitive connections between what they already know and expressions that they encounter for the first time.
- 4) Being keen to produce accurate examples of spoken and written language.
- 5) Being curious about foreign cultures and showing empathy towards foreign people.

Provision:

In order to meet the needs of the more able students in MFL we have taken an active role in the Gifted and Talented initiative. The department is currently in the process of modifying schemes of work in order to create distinct teaching and learning programmes which are specifically aimed at the most able students. The types of activities which are included in these new schemes of work include:

- 1) Opportunities to select information and structure ideas
- 2) Exercises which encourage improvisation in order to help students deal with the unfamiliar and unpredictable
- 3) Tasks which allow students to justify views and opinions and give reasons for their choices.
- 4) Opportunities to research and express themselves on topics which they have chosen because they are of particular interest to them.
- 5) Activities which expose students to imaginative prose and poetry in their target language

The department is committed to sharing its good practice in this area and disseminates its work at a school level by storing its revised teaching and learning programmes in the "Gifted and Talented" folder of the shared drive and to other schools through the G and T co-ordinator.

In addition to the above the department has also been involved in the following G and T related activities:

- 1) In Years 8 and 9, students who are identified as G&T have the opportunity to study another language in one lesson a fortnight. For example: students who have studied French, can gain experience of German
- 2) In Year 10, after school on Thursdays, students can study for another language GCSE
- 3) Training: staff have participated in school INSET on G and T.
- 4) There is a partner school in Germany for exchange
- 5) Resources: the department has purchased a range of resources specifically for able linguists, e.g. grammar pack and new textbooks

Reviewed by: Governors' Curriculum Committee

Date of Review: September 2012

Next Scheduled Review: September 2013

9.13 Subject policy: Music

Identification:

The Music Dept believes that musicality is not just led by musical achievement through examination success. The fact that a child plays an instrument is not always indicative of a musical gift. It has been suggested that, highly developed listening skills and better hearing are an indication of musical talent. We feel that it is important to remember that all children have musical potential and there may be latent talent and abilities in many children who do not have access to instrumental teaching and who may lack the supportive home environment in which their parents, or carers, make music themselves.

Indicators of talent in music may be more clearly identified by a child's intense motivation or commitment, temperament and through aspects of personality, which ultimately are reflected through individuality in their art.

In using these indicators, the teacher will have to make a judgment in comparison with the typical performance of a child of similar age. The National Curriculum levels may be an aid in this and they can be broken down into several strands reflecting achievement in performance, composition and creative work and progress in listening activities

Performance skills - controlling sounds through singing and playing

Composing skills - creating and developing musical ideas through their own compositions and through improvising

Appraising skills - reviewing and responding to music they have heard and communicating ideas and feelings about music

Listening skills - applying a knowledge and understanding of how music is created, performed and heard

Certain talents in music, such as an exceptional ability in performance, are much more readily identified in students who have already received instrumental tuition. Latent ability in performance, or abilities as a composer or improviser can be more challenging to identify. In addition, even those identified and recognised as talented instrumentalists tend to be confined to particular styles of music such as western classical which can exclude some pupils who wish to explore other styles of music such as jazz or pop.

Pupils with talent in music will show evidence of particular ability by:

- A strong sense of self and personal identity and emotional fulfilment through music.
- Bringing their own original and imaginative internal musical ideas to their music making and communicating them to a wider audience.
- Having a special form of sensitivity and feeling, and a need to externalise musical ideas in an expressive way, both in their playing and their compositions.
- An ability to demonstrate a higher level of discernment, intuition and response to both their own musical ideas and the ideas of others.
- Demonstrating a concentration in playing and performance that almost seems to exclude others as they become absorbed in their own expressive world but still able to communicate (Many exceptionally gifted children may wish to work alone when given creative tasks in the classroom rather than engage in group work with others).
- Showing a passion and a drive when performing, coupled in some cases with a strong identification with a chosen instrument and its sound and qualities
- Showing the ability to improvise creatively and expressively
- Showing a particularly high ability in recalling sounds, imitating musical ideas and conveying them accurately.
- Having a clear idea of what they wish to play and learn, together with developing a sense of direction in creating their own repertoire of musical material or ideas, both in performance interpretation and composition

Provision

In order to meet the needs of the more able students in Music we have taken an active role in the Gifted and Talented initiative. The department is currently in the process of modifying schemes of work in order to create distinct teaching and learning programmes which are specifically aimed at the most able students. The types of activities which are included in these new schemes of work include those which:

- 1) Widen their musical horizons by allowing them to experience music from different times and places
- 2) Develop keyboard and computer skills as tools for composition
- 3) Develop ensemble skills by allowing them to play their chosen instrument in group performances
- 4) Develop their music reading skills by using staff notation wherever possible
- 5) Allow them to perform at a more technically demanding level than their peers.

The department is committed to sharing its good practice in this area and disseminates its work at a school level by storing its revised teaching and learning programmes in the "Gifted and Talented" folder of the shared drive and to other schools through the G and T co-ordinator.

In addition to the above the department has also been involved in the following G and T related activities:

- 1) Enrichment: Concerts and performances for all year groups. Visiting composer for all year groups
- 2) Training: Staff have participated in INSET at school

Reviewed by: Governors' Curriculum Committee

Date of Review: September 2012

Next Scheduled Review: September 2013

9.14 Subject policy: PE

Identification:

- Pupils at Chase Terrace Technology College will be assessed regularly in the 5 main areas of the national curriculum. Any pupil demonstrating or showing the potential to achieve a high level in one or more of these abilities should be considered for inclusion on the gifted and talented register.
- Pupils will be observed achieving a very high standard of performance (or showing the potential for very high standard performance) in activities covered within the curriculum. Often questioning results in it being revealed that the pupil is already involved in participation outside school at a high level they are often already known to the NGB.
- Pupils may be talented in sports and activities not covered within the school curriculum, the identification of these pupils can be very difficult. A good dialogue between the PE teacher and the pupils will be the most effective way of receiving this information. Often this is the most difficult identification with the huge range of activities and talent needed for success

Recording:

- The pupil once identified should be added to the G&T list held on the PE shared area.
- All information should be communicated through the PE dept member of staff responsible for G&T.
- Basic information should be recorded ie name, year group, ability and description of specific qualities (level achieved). This should be left very open as relevant information will vary greatly from individual to individual.

Action:

- It is vital that the individual is supported in a coordinated way.
- Each individual should have an appointed mentor.
- The School Sport Partnership should be made aware of all individuals. The PDM and SSCO have a vital role to play. They should hold a copy of the colleges G&T register that should be updated regularly.
- The Youth Sport Trust manages G&T strand for the government within the PESSCL strategy. Access into support from the YST should be constantly monitored. The Junior Athlete Education program and other schemes should be considered for individuals.
- NGB,s should be consulted and included in all decision making processes. If no contact has been made with NGB,s then contact should be actively sort.
- Parents/guardians should be informed of entry onto G&T register, it is vital that the progress of an individual is seen as a team effort and a coordinated approach is sought.
- The support required will vary greatly from individual to individual, it is important that the college recognises this and is there to help in a coordinated and effective way, adapting to the individual.

Provision:

In order to meet the needs of the more able students in PE we have taken an active role in the Gifted and Talented initiative. The department is currently in the process of modifying schemes of work in order to create distinct teaching and learning programmes which are specifically aimed at the most able students. The types of activities which are included in these new schemes of work include those which:

- 1) Allow pupils to review their own performance (e.g. use of video)
- 2) Allow pupils to referee or umpire a game
- 3) Allow pupils to increase their tactical awareness
- 4) Allow pupils to develop their technical proficiency
- 5) Introduce students to a range of different disciplines

The department is committed to sharing its good practice in this area and disseminates its work at a school level by storing its revised teaching and learning programmes in the "Gifted and Talented" folder of the shared drive and to other schools through the G and T co-ordinator.

In addition to the above the department has also been involved in the following G and T related activities:

- 1) Enrichment: Extra-curricular events for all students in all sports
- 2) Training: Staff have participated in INSET at school

Reviewed by: Governors' Curriculum Committee

Date of Review: September 2012

Next Scheduled Review: September 2013

9.15 Subject policy: Performing Arts

Identification:

In Performing Arts able pupils are identified using a variety of methods including:

- 3) Standardised national assessments: for example KS2 SATs and TAs (usually levels 5 and above) KS3 SATs and TAs (usually level 7 and above) GCSEs (usually A or A*) and AS results (usually A grades). This method will identify students whose past performance suggests that they will be gifted/talented in Performing Arts
- 4) Objective test results:
- 5) Teacher nominations: teachers will select pupils in their classes who show very high ability or potential. During the G and T item in the November departmental meeting, staff will generate a list of between 10 and 20 students in each year group. These names will form the departmental cohort and will go forward to the G and T co-ordinator as part of the selection process to establish the over all G and T cohort for each year group. This method will be of particular value in a "talented" subject such as Performing Arts.

Each member of staff in the department is expected to mark in their register those pupils who have been identified within their subject and to differentiate their lessons accordingly.

In Performing Arts the sorts of skills, attributes and abilities which characterise talent include:

- 1) Communicate their thoughts and ideas well
- 2) Be able to interpret feelings and ideas from written text so that they appear as though they are from ones own experience
- 3) Be confident performers
- 4) Be able to show appropriate emotions and feelings for a character, scene or stimulus
- 5) Have empathy with others when performing so that they get the best out of their performance and those around them

Provision:

In order to meet the needs of the more able students in Performing Arts we have taken an active role in the Gifted and Talented initiative. The department is currently in the process of modifying schemes of work in order to create distinct teaching and learning programmes which are specifically aimed at the most able students. The types of activities which are included in these new schemes of work include those which:

- 1) Widen ones experience with different texts, plays etc
- 2) Theatre visits

The department is committed to sharing its good practice in this area and disseminates its work at a school level by storing its revised teaching and learning programmes in the "Gifted and Talented" folder of the shared drive and to other schools through the G and T co-ordinator.

In addition to the above the department has also been involved in the following G and T related activities:

- 1) Enrichment: Concerts and performances for all year groups. Visiting composer for all year groups
- 2) Training: Staff have participated in INSET at school

9.16 Subject policy: Politics

Identification:

In Politics, able pupils are identified using a variety of methods including:

- 1) Standardised national assessments: for example KS2 SATs and TAs (usually levels 5 and above) KS3 SATs and TAs (usually level 7 and above) GCSEs (usually A or A*) and AS results (usually A grades). This method will identify students whose past performance suggests that they will be gifted in Politics
- 2) Objective test results
- 3) Teacher nominations: teachers will select pupils in their classes who show very high ability or potential. During the G and T item in the November departmental meeting, staff will generate a list of between 10 and 20 students in each year group. These names will form the departmental cohort and will go forward to the G and T co-ordinator as part of the selection process to establish the over all G and T cohort for each year group.

Each member of staff in the department is expected to mark in their register those pupils who have been identified within their subject and to differentiate their lessons accordingly.

In Politics the sorts of skills, attributes and abilities which characterise giftedness include:

- 1) Be interested in abstract, philosophical and political ideas
- 2) The ability to draw meaning from differing political beliefs
- 3) The ability to debate issues of political significance using evidence and argument
- 4) Asking relevant and challenging questions
- 5) Expressing and challenging political beliefs

Provision:

In order to meet the needs of the more able students in Politics we have taken an active role in the Gifted and Talented initiative. The department is currently in the process of modifying schemes of work in order to create distinct teaching and learning programmes which are specifically aimed at the most able students. The types of activities which are included in these new schemes of work include:

- 1) Predicting, speculating and hypothesising about the significance of different political beliefs
- 2) Expressing and challenging more challenging questions about Politics
- 3) Using extended writing and other more demanding forms of expression to express their own responses to ideas and issues
- 4) Making sophisticated connections between different periods and political beliefs
- 5) Using and applying concepts to explain the significance of political events

The department is committed to sharing its good practice in this area and disseminates its work at a school level by storing its revised teaching and learning programmes in the "Gifted and Talented" folder of the shared drive and to other schools through the G and T co-ordinator.

In addition to the above the department has also been involved in the following G and T related activities:

- 1) Training: staff have participated in school INSET on G and T
- 2) Resources: the department has purchased a range of resources specifically for able pupils.

9.17 Subject policy: Psychology

Identification:

In Psychology, able students are provisionally identified using realistic and lifelike assessment pieces. The nature of the discipline is so diverse that an individual can be able and extremely competent in one area of Psychology but not in another. This makes the identification of the most capable students somewhat unreliable – to clarify the process there are separate methods of identifying the most able for the different stages of the course

AS students will be provisionally assessed at the end of the initial modules at the beginning of each academic year, and those students who attain over 70% in two out of the three assessment units (Methodologies, Cognition, Development) will be provisionally classified as our gifted students.

After the students have an external examination grade in March following the January entries to PYA1 the gifted students will be reviewed and a more complete classification can be made using a combination of AS results and unit assessment grades. Although subjective there will be allowances made for the interpretation of class teachers at this stage of the process – but the classification of gifted students will be those who have an average greater than 70% over all assessments taken to date.

3) After AS examinations and re-sits as well as A2 examinations in January of the second year of the course there will be a reappraisal of our profile of gifted learners and a reassessment made of these students. The Department will treat all students with an average greater than 70%, from all internal and external assessments, as gifted learners.

The selection of gifted learners in Psychology will be a reliable and consistent process giving each learner an equal chance to qualify relative to their academic attainment and not relative to any subjective interpretations.

In Psychology the sorts of skills, attributes and abilities which characterise giftedness include:

- 6) The ability to demonstrate effective and concise representations of relevant psychological theories (and/or research) when being formally assessed
- 7) The ability to analyse psychological theories (and/or research) in a consistent and systematic fashion
- 8) The ability to evaluate what is considered to be appropriate psychological knowledge using established terminology and critical thought
- 9) The ability to evaluate psychological theories (and/or research) based upon the methodological or ethical issues which have arisen in their construction
- 10) The ability to consistently achieve levels of critical analysis and evaluation whilst under assessment pressures such as public examinations and internal assessments.

Provision:

In Psychology to stretch the gifted learners the department will establish a moderately separate role for the gifted learners, Psychology at the highest level is an actively discursive subject, one which uses a variety of mediums of communication.

- 1) The Gifted learners will be given opportunities to develop the understanding of their peers through structured support (in lesson time) and provided with opportunities to access psychology texts which are stretching their ability beyond A-level standards.
- 2) The department will inform those identified as gifted learners and will establish a stretch and challenge reading program for those within this cohort. They will also be expected to lead revision sessions for their peers within structured classroom environment and will each be expected to support other learners with advice on developing core skills (they will be supported through this by JMH)

9.18 Subject policy: RE

Identification:

In RE, able students are identified using a variety of methods including:

- 1) Standardised national assessments: for example KS2 SATs and TAs (usually levels 5 and above) KS3 SATs and TAs (usually level 7 and above) GCSEs (usually A or A*) and AS results (usually A grades). This method will identify students whose past performance suggests that they will be gifted in RE
- 2) Objective test results: for example CATs (from 2001), MIDYIS (usually in Band A with a standardised score above 120), YELLIS (usually with a score above 70) and ALIS (usually with a TMG of A or B). This method helps to identify students who have the potential to do well in RE including those who are currently underachieving.
- 3) Teacher nominations: teachers will select students in their classes who show very high ability or potential. During the G and T item in the departmental meeting, staff will generate a list of between 10 and 20 students in each year group. These names will form the departmental cohort and will go forward to the G and T co-ordinator as part of the selection process to establish the over all G and T cohort for each year group.

Each member of staff in the department is expected to mark in their register those students who have been identified within their subject and to differentiate their lessons accordingly.

In RE the sorts of skills, attributes and abilities which characterise giftedness include:

- 1) Asking relevant and challenging questions
- 2) The ability to draw meaning from artefacts and stories.
- 3) The ability to reflect on feelings, experiences and beliefs.
- 4) The ability to debate issues of religious significance using evidence and argument
- 5) The ability to identify common and distinctive features of different religious traditions

Provision:

In order to meet the needs of the more able students in RE we have taken an active role in the Excellence in Cities: Gifted and Talented initiative. The department is currently in the process of modifying schemes of work in order to create distinct teaching and learning programmes which are specifically aimed at the most able students. The types of activities which are included in these new schemes of work include:

- 1) Using and applying abstract concepts and technical language in explaining the significance of religion
- 2) Making sophisticated connections between religious ideas and everyday life.
- 3) Predicting, speculating and hypothesising about the meaning or significance of unfamiliar material
- 4) Expressing and exploring more challenging questions about religion
- 5) Using extended writing and other more demanding forms of expression to express their own thoughtful responses to ideas and issues.

The department is committed to sharing its good practice in this area and disseminates its work at a school level by storing its revised teaching and learning programmes in the "Gifted and Talented" folder of the shared drive and to other schools through the G and T co-ordinator.

In addition to the above the department has also been involved in the following G and T related activities:

- 1) Training: staff have participated in school INSET on G and T
- 2) Resources: the department has purchased a range of resources specifically for able students.

Reviewed by: Governors' Curriculum Committee

Date of Review: September 2012

Next Scheduled Review: September 2013

9.19 Subject policy: Science

Identification:

In Science, able pupils are identified using a variety of methods including:

- 1) Standardised national assessments: for example KS2 SATs and TAs (usually level 5) KS3 SATs and TAs (usually level 7 and above) GCSEs (usually A or A*) and AS results (usually A grades). This method will identify students whose past performance suggests that they will be gifted in Science
- 2) Objective test results
- 3) Teacher nominations: teachers will select pupils in their classes who show very high ability or potential. During the G and T item in the departmental meeting, staff will generate a list of between 10 and 20 students in each year group. These names will form the departmental cohort and will go forward to the G and T co-ordinator as part of the selection process to establish the over all G and T cohort for each year group.

Each member of staff in the department is expected to mark in their register those pupils who have been identified within their subject and to differentiate their lessons accordingly.

In Science the sorts of skills, attributes and abilities which characterise giftedness include:

- 1) Being dissatisfied with over generalised explanations and inadequate detail
- 2) Having the capacity to leap ahead or jump steps in an argument and detect flaws in reasoning.
- 3) Having a more extensive scientific vocabulary than their peers.
- 4) Being prepared to "live with uncertainty" and being willing to use abstract ideas in new situations
- 5) Identifying patterns in data where links are not obvious.

Provision:

In order to meet the needs of the more able students in Science we have taken an active role in the Gifted and Talented initiative. The department is currently in the process of modifying schemes of work in order to create distinct teaching and learning programmes which are specifically aimed at the most able students. The types of activities which are included in these new schemes of work include:

- 1) Acquiring a deeper understanding of abstract ideas and using theories and models to explain more complex phenomena (perhaps drawn from a higher key stage)
- 2) Exercises which use higher order mathematical skills, formulate mathematical models or use chemical symbols and equations
- 3) Activities which encourage pupils to make accurate measurements and analyse data using a wide range of techniques.
- 4) Advanced investigations
- 5) The opportunity to formulate hypotheses and make predictions

The department is committed to sharing its good practice in this area and disseminates its work at a school level by storing its revised teaching and learning programmes in the "Science" folder of the shared drive and to other schools through the G and T co-ordinator.

In addition to the above the department has also been involved in the following G and T related activities:

- 1) Enrichment: Easter revision courses. Year 11, 12 and 13 students attend masterclasses at the University of Birmingham
- 2) Enrichment: Physics book club
- 3) Training: staff have participated in school INSET on G and T. .
- 4) Resources: the department has purchased a range of resources specifically for G and T
- 5) Accelerated Key Stage 2 route for the most able

Reviewed by: Governors' Curriculum Committee

Date of Review: September 2012

Next Scheduled Review: September 2013

9.20 Subject policy: Sociology

Identification:

In Sociology, able pupils are identified using a variety of methods including:

- 1) Standardised national assessments: for example KS2 SATs and TAs (usually levels 5 and above) KS3 SATs and TAs (usually level 7 and above) GCSEs (usually A or A*) and AS results (usually A grades). This method will identify students whose past performance suggests that they will be gifted in Sociology
- 2) Objective test results:
- 3) Teacher nominations: teachers will select pupils in their classes who show very high ability or potential. During the G and T item in the departmental meeting, staff will generate a list of between 10 and 20 students in each year group. These names will form the departmental cohort and will go forward to the G and T co-ordinator as part of the selection process to establish the over all G and T cohort for each year group.

Each member of staff in the department is expected to mark in their register those pupils who have been identified within their subject and to differentiate their lessons accordingly.

In Sociology the sorts of skills, attributes and abilities which characterise giftedness include:

- 1) Asking relevant and challenging questions
- 2) The ability to draw meaning from a range of abstracts and sources
- 3) The ability to reflect on feelings, experience and beliefs
- 4) The ability to debate issues using evidence and argument
- 5) The ability to identify theories and relate them to new situations

Provision:

In order to meet the needs of the more able students in Sociology we have taken an active role in the Gifted and Talented initiative. The department is currently in the process of modifying schemes of work in order to create distinct teaching and learning programmes which are specifically aimed at the most able students. The types of activities which are included in these new schemes of work include:

- 1) Using and applying abstract concepts in explaining the significance of beliefs
- 2) Making sophisticated connections between every day life and themes learnt in sociology
- 3) Expressing and exploring more challenging questions about sociology
- 4) Debating and questioning previously held beliefs

The department is committed to sharing its good practice in this area and disseminates its work at a school level by storing its revised teaching and learning programmes in the "Gifted and Talented" folder of the shared drive and to other schools through the G and T co-ordinator.

In addition to the above the department has also been involved in the following G and T related activities:

- 1) Training: staff have participated in school INSET on G and T and R Giles used to be a Gifted and Talented Co-ordinator for Chase Terrace Technology College
- 2) Resources: the department has purchased a range of resources specifically for able pupils. In Key Stage 4, extension activities are widely available from extensive Key Stage 5 resources
- 3) Enrichment programs that enthuse students and enable them to apply sociology to real world examples are being actively sought.

Reviewed by: Governors' Curriculum Committee

Date of Review: September 2012

Next Scheduled Review: September 2013