



**Mission Statement:**

The Sacred Heart is a Community committed to the education of its pupils in a Catholic Christian ethos, where each person is invited to serve God and others in faith, hope and love.

**Aims:**

- To foster spiritual growth in Christian faith and values
- To value, appreciate and enjoy learning
- To work for excellence
- To further curiosity and creativity
- To aspire to high ideals
- To stimulate generous service of others

## **Gifted and Talented Policy**

The Sacred Heart is committed to providing students of all abilities with the best possible learning experience. We aim to provide the opportunity for all students to be inspired, motivated and enthused by our curriculum. Pupils are encouraged to be both positive proud about their abilities and feel valued and supported by all staff.

The **Aims** are to ensure that:

- Whole School and subject procedures are in place to identify Gifted and Talented students
- Staff are aware of the Gifted and Talented students and their individual needs in order that they can plan effectively
- Teaching staff are provided with guidance to help them meet the needs of very able children

**Definition**

Gifted students have a broad range of achievement or the potential for achievement, across a variety of subject areas, at a very high level, often, but not always, accompanied by very well developed learning skills. *For further details see checklist appended.*

**Procedures:**

**Talented students** have one or more specific talent(s), such as sport, music, drama, art, design, PE or performing arts and not necessarily across all areas of achievement

We are aware that there may be gifted students who are **not** currently achieving highly. This may be for a variety of reasons. We need to identify these students who have the potential for high achievement but who are currently under-achieving.

**Identification:**

The Sacred Heart School will identify gifted and talented students by:

A combination of a variety of objective tests such as:

- predictive testing (PIPS, NFER testing and MIDYIS test)
- prior testing and examination achievement
- reports from previous schools
- subject specific assessments
- teacher observation and recommendation
- peer observation
- team activities
- extra curricular activities

**Provision:**

Provision for the Gifted and Talented students will be made in the following ways:

- Teaching staff will ensure that the Schemes of Work and lessons taught are differentiated in order to meet the needs of all students and provide for extension, enrichment and acceleration **where appropriate**
- Staff will monitor identified Gifted and Talented students within their classes; and work collaboratively across the school to ensure continuous improvement in that provision
- Appropriate targets will be set for pupils and will be the subject of regular review
- Heads of Department, the Lower School Head, Deputy Head and Headteacher will overview the progress of identified pupils
- Able students will be actively encouraged to take part in enrichment work and extra curricular activities.

These activities will be subject to regular review with the objective of ensuring that we are catering for as wide a range of interests as possible

**Departmental Policies will specify:**

- the agreed whole school definition of Gifted and Talented plus any departmental additions
- the provision that is made for Gifted and Talented students in terms of differentiation, enhancement, enrichment, acceleration, support and extra curricular activities. See definition of these terms Appendix
- the ways in which underachievement of Gifted and Talented students is identified and addressed within the department

***Pastoral provision will include:***

- support and monitoring by Form Tutors and Senior Management (see Appendix 3)
- identification and intervention to overcome underachievement of Gifted and Talented students academically and pastorally
- maintenance of cross-curricular links for the support of Gifted and Talented students

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Next Review due:- September 2013)*

## Checklist for Gifted and Talented

Gifted and/or talented students may exhibit many of the following attributes:

- High level of ability (top 10%). Confirmed by Standardised test scores on group or individual ability tests
- Superior powers of reasoning, inductive and deductive (dealing with abstraction, perceiving relationships, generalising)
- Logical approach to problems
- Processing information easily, able to memorise quickly, able to read and absorb text rapidly
- Able to select and retain significant information (not necessarily from written text)
  - learns easily
  - quick recall of factual information
  - may have learned to read or to manipulate number pre-school
  - outstanding, keen and critical powers of observation
  - shows originality of thought, inventive in response (may be verbal, not written) to open ended questions or activities
  - Superior language development (could be verbal rather than written language)
  - Extensive vocabulary
- High standard of work; able to undertake tasks independently **when motivated**
- Creative, vivid imagination, flair or distinctive style
- Demonstrates intellectual curiosity
- Scores highly on non-verbal tests
- Displays outstanding inventiveness in design and construction

**The following characteristics are not themselves an indicator of giftedness but are personality characteristics often associated with gifted or successful children**

- Displays a good sense of humour
- Wide range of interests, responsive to new ideas, versatile
- Absorbed by interest in a particular subject and achieving a superior level of expertise in it
- High level of motivation (when interested), perseverance in solving problems and pursuing interests
- Mature for age; socially aware, emotionally stable and confident
- Popular with peers, may relate well to other children and adults
- Orally knowledgeable, insistent talker but **unproductive in written work**
- May have unanticipated difficulty in learning basic skills, particularly writing and spelling

## Appendix 2

### Indicators of Gifted and Talented students who may be under-achieving

**He or she may be:**

- Anti-school
- Orally knowledgeable but poor at written work
- Apparently bored, restless or inattentive
- Absorbed in a private world
- Tactless and impatient of slower minds
- Friendly with older students and / or adults
- Excessively self-critical
- Unable to make good social relationships with peers and teachers but able to make successful relationships with non-authoritative adults
- Emotionally unstable
- Outwardly self-sufficient

**But also:**

- Creative when motivated
- Quick to learn
- Able to solve problems
- Given to abstract thought
- Able to ask provocative questions
- Persevering when motivated
- Inventive in response to open-ended questions and activities

**Pastoral provision for Gifted and Talented****Will be**

- Informed by a wide variety of identification and assessment data including: prior examination achievement in previous school and Sacred Heart reports: subject specific assessments and progress grades: teacher observation and recommendation
- Informed by the agreed whole school definition of Gifted and Talented and knowledge of extra curricular and out of school performance
- Delivered through: informal day to day discussions and observations
- Focused, if necessary, on underachievement in order that teacher / pupil counselling; teacher / teacher consultation or intervention can take place
- Regular inclusion on agenda of staff meetings where individual children are identified and discussed and provision decided upon
- The focus of formal discussions re: provision between Form and Subject teachers
- The focus of formal discussions re: provision between Senior Management and staff
- Directed at guiding individuals to appropriate curricular, vocational and extra-curricular provision

Monitored and formally recorded **where appropriate**

## Appendix 4

**Educational terms used in this document****Gifted and Talented**

At the Sacred Heart we use this term to encompass those children who are academically able, as well as those who are gifted and talented in particular areas of the curriculum. This therefore includes around 10% of the school population

**Enrichment**

Enrichment consists of providing material that will be more challenging and deepens understanding of a subject. However, these activities may be time consuming and self-absorbing. Enrichment does not replace core work, but is a supplement to it

Enrichment activities need not be provided in the classroom, but can be through after school events and weekend activities. Enrichment is an area where parents may like to take an active role

**Extension**

Extension enables children to move through the curriculum faster than normal and allows a pupil to make rapid progress. A disadvantage of extension is that at a transitional point between classes or schools, a pupil may find that repetition will necessarily take place while the child is being informally assessed in the new environment. Extension may be offered to a pupil, but they will not always choose to perform the extended tasks

**Enhancement**

This involves broadening the curriculum through subjects not covered by the standard curriculum, such as Chess club

**Acceleration**

Acceleration is when pupils are placed ahead of their year group to be taught with older pupils. At the Sacred Heart this is not normal practice, because although the pupil may be very able academically, they may not be socially mature and may indeed be socially immature in relation to their peers

**Differentiation**

Differentiation is the meeting of different learning abilities through

- Providing activities which are capable of producing different attainment outcomes
- Adding additional tasks to challenge able students
- Providing work that is matched to different attainment levels
- Enrichment activities providing breadth and range for all students
- Extension activities adding sophistication to work provided to all
- Additional support to enable success in work which the pupil would otherwise be unable to do so