

Supporting

Gifted and Talented Students

**Content**

Introduction 3

Academy Policy 4

Positive characteristics of Gifted and Talented Students 6

Terminology- Gifted and Talented 7

Gifted and Talented Provisions 8

Opportunities for Gifted and Talented Students 9

How parents can support their child 10

External Links 11

Contacts 12

**Introduction**

At Castle View Enterprise Academy we are keen to make strong relationships with parents and hope this booklet will help foster this relationship for parents of our more able student. We have many gifted and talented students within the Academy and it is our job to help them achieve to their full potential and encourage them to be proud of who they are.

The involvement of parents, careers and students, in partnership with the Academy is crucial in determining education outcomes to support their learning.

As an Academy we will endeavour to challenge your students through classroom lessons, gifted and talented provisions, extra-curricular activities run throughout the Academy and extra-curricular trips and activities aimed at more able pupils.

As an Academy we look forward to providing your child opportunities for them to challenge themselves and achieve their person best.

Miss C Hornsby

Acting Gifted and Talented Coordinator

**Academy Policy**

At Castle View Enterprise Academy we believe each child deserves to have the best education in order for them to achieve their personal best. This includes the right to:

* Access high quality education including personalised learning for students.
* Participate in the wider community and extra-curricular activities.
* There should be flexible provision for students requiring enrichment and support in order to achieve their full potential and raise their aspirations and attainment by developing their:
	+ Ability to learn
	+ Range of knowledge
	+ Core skills such as problem solving
	+ Creativity
	+ Intellectual curiosity
	+ Specific talents

The Academy strives to achieve personal achievement and fulfilment within an inclusive framework that will benefit all staff and students ensuring effective practice that will lead to Academy improvement.

**Identification of Students**

Our strategies for identification rely upon factual data evidence and also a wider range of qualitative evidence. Students are then identified by making a judgement based on an analysis of these various sources of information which include:

* Analysis of Key Stage 2 data including English, Mathematics and Science;
* Teacher nomination (based on classroom observation, discussions with students, work scrutiny and Test/Examination scores);
* Background knowledge from parents;
* Self / Peer Nomination;
* Formal tests;
* Extra-curricular activities.

This information is collated by the Gifted and Talented Coordinator and made available to all staff for consultation and recommendation. The Gifted and Talented register is reviewed each term and students will be discussed regularly. Once identified, students will remain on the register unless circumstances change i.e. no longer on roll, or cease to meet the criteria of nominations.

Students identified as higher ability in one subject are identified on a subject specific directory that is available to all staff and used within departments to provide personalised learning track student progress, identify underachievement and employ intervention strategies.

**Characteristics of Gifted and Talented students**

Students may demonstrate a few or many of these characteristics. Each one is significant, but a pupil may demonstrate his/her ability at different times with different colleagues:

* Possesses extensive general knowledge;
* Has a quick mastery and recall of information;
* Has exceptional curiosity; shows good insight into cause and effect relationships;
* Asks many provocative, searching questions;
* Easily grasps underlying principles and needs the minimum of explanation;
* Quickly makes generalisations;
* Often sees unusual, rather than conventional relationships;
* Listens to only part of the explanation;
* Jumps stages in learning;
* Leaps from the concrete to the abstract;
* Is a keen and alert observer;
* Sees greater significance in a story or a film etc;
* When interested becomes absorbed for long periods;
* Is persistent in seeking task completion;
* Is more than usually interested in ‘adult problems’ such as religion, politics, etc;
* Displays intellectual playfulness: fantasises, imagines, manipulates ideas;
* Is concerned to adapt and improve institutions, objects, systems;
* Has a keen sense of humour; sees humour in the unusual;
* Appreciates verbal puns, cartoons, jokes etc;
* Criticises constructively;
* Unwilling to accept authoritarian pronouncements without critical examination;
* Mental speed faster than physical capabilities;
* Prefers to talk rather than write;
* Reluctant to practise skills already mastered;
* Reads rapidly and retains what is read;
* Has advanced understanding and use of language;
* Shows sensitivity or empathy towards others;
* Sees the problem quickly and takes the initiative.

**Terminology: Gifted and Talented**

It is important that all involved share understanding of the terminology used within the Academy.

**‘High achievers’** are identified as students who have a significant ability in a particular subject and are identified as such within the subject specific directory.

**‘Gifted’ students** are those that are identified in many academic subjects as more able and are achieving, or have the ability to achieve, at a level significantly in advance of their age.

**‘Talented’ students** are identified as those that are achieving or have the ability to achieve, at a level significantly in advance of their age, in Art, Design and Technology, Performing Arts or PE.

Gifted and Talented students are identified in the gifted and talented register and make up 10% of each cohort (year group); where 2/3 is identified as gifted and 1/3 as talented. There are students who have been identified as both gifted and talented. Students that are identified as Special Educational Needs & Disabilities (SEND) does not preclude them from being identified as Gifted and/or Talented.

**Gifted and Talented Provisions**

Different provisions are on offer to each year group to compliment where students are currently at in their education.

**Key Stage Three**

**Mentoring and peer mentoring schemes:** These run in registration and after school and allow students to discuss personal progress in the Academy, aspirations and set achievable targets. Students also complete individual and group challenges which stretch the students and help develop skills that can be used across the curriculum.

**Extra-Curricular opportunities:** There are many opportunities for students to perform and take part in sporting opportunities across the Academy.

**Key Stage Four**

**Peer mentoring younger students:** Students have the opportunity to develop leadership skills through aiding younger students in a peer mentoring scheme. During this time they help students set personal targets and complete individual and group challenge to stretch the students.

**Lunchtime mentoring:** Year 11 students meet to discuss how their studies are going, any challenges they are facing or support they need.

**More able reports:** The reports look at what revision, homework and intervention and a mentor discussions and offers support in these areas.

**IGGY:** Global educational social network for gifted and talented pupils. The site offers projects, challenges and activities covering many subjects, tools and resources to collaborate and share with others, a support network of academic and student mentors, access to other gifted students from around the world, support materials and videos by academics and experts, events, conferences and activities and support and advice for exams and university applications.

**Revision Technique sessions:** practical techniques students can use to aid them with revision for exams.

**College interviews:** individual interviews for all students to discuss career opportunities.

**Extra-Curricular opportunities:** There are many opportunities for students to perform and take part in sporting opportunities across the Academy

**Opportunities for Gifted and Talented Students**

**Destination Uni:**

Opportunity to explore the options of Higher Education through a range of presentations, workshops and activities.

**Bright Sparks:**

Science, technology, engineering and Mathematics workshops provided by Sunderland University

**Science and Technology Challenge Day:**

students take part in a day of activities and compete against other schools

**Right Choice mentoring scheme :**

Year 9 students attend 6 workshops at Sunderland University

 **Oxford University visit:**

10 Year 9 students take part in a taster day at Oxford University with a focus on raising aspirations

**Taster Days at Sunderland University:**

Workshops and activities provided in specific career areas

**Debate Club:**

Workshops run by Sunderland University and then Academy participate in a debate competition against other schools

**Jesus College- University introduction:**

Information regarding applying to University

**Careers fairs:**

Sunderland College provide information for students about future careers

**Visitors to the Academy**

Visitors into the Academy to talk about different career options

**Extra-curricular provision for talented students: Musical, Art Club, Cricket Academy, Football Academy**

Please see Academy website for a full list of extra-curricular activities.

**How parents/carers can support their Child**

Outlined below is some advice and tips on how you can support your gifted and/or talented student with their education:

* Talk to your child's teacher, the Academy's Gifted and Talented Co-ordinator or the Principal about the support available.
* Provide time and a quiet place to study and encourage them to extend their learning to have a deeper understanding.
* Make arrangements for your child to attend after-school activities.
* Model the value and importance of learning, self-discipline, and hard work.
* Communicate with your child through questioning and conversation, and encourage them to use higher-order thinking skills.
* Express high but realistic expectations for achievement appropriate to their level of ability that recognise and encourage their gifts and/ or talents.
* Discuss with your child high aspirations and career options for the future. Support them and show interest in their decisions.
* Make sure your child is getting enough sleep! Lack of sleep makes it much harder for us to concentrate, and we become forgetful, irritable and prone to being clumsy and making mistakes.
* Encourage your child to keep up-to-date with class work and homework, and news which can help with school work. Also, when planning days out, see what is available that could tie in which your child's studies.

**External Links**

**Potential Plus UK**

www.potentialplusuk.org

**NACE: National Association for Able Children in Education**

www.nace.co.uk

**GIFT**

www.giftltd.co.uk

**MENSA:**

www.mensa.org.uk

**Mumsnet: Gifted and Talented Discussion Parents Forum**

www.mumsnet.com/Talk/gifted\_and\_talented

**IGGY**

www.iggy.net

**Contacts**

**Miss C Hornsby (Acting Gifted and Talented Coordinator)**

**Castle View Enteprise Academy**

**Cartwright Road**

**Sunderland**

**SR5 3DX**

**Telephone: 0191 561 5533**

**Email: Hornsby.C@castleviewenterpriseacademy.co.uk**

****