



SILCOATES

Independent education for boys and girls aged 3-18

Able, Gifted and Talented Policy

Our school aims state that for the pupils:

'We meet their educational needs ... to help them develop their skills and attributes to the best of their ability; to encourage them to explore new activities and cultivate new talents; to help them become ambitious, energetic, committed, and considerate adults.'

This policy is intended to support the following aims:

- To provide our pupils with a broad curriculum offering a range of learning experiences;
- Give all pupils every opportunity and encouragement to achieve their academic potential;
- To develop an appreciation and enjoyment of study and the acquisition of knowledge and skills.

In addition:

- We aim to respond to the particular needs of those pupils who are recognised as having exceptional abilities and talents and to provide a suitably stimulating and challenging environment, both curricular and co-curricular, which will allow those abilities and talents to develop.

There are many definitions of gifted and talented but DfE guidelines state:

*'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.'*¹

Identification

- Test scores: MidYIS/Yellis/ALIS. A score of 126+ in a MidYIS/Yellis/ALIS score rates a pupil as Gifted and Talented.²

¹ DfE: Identifying Gifted and Talented Pupils

² Data from CEM Centre see appendix at end of document.

- Reading ages
- Examination results
- Teacher observations/discussions/work scrutiny
- Parental information
- **Approaches: Within the Classroom**
- The Extended Project (EPQ) is offered to Sixth Form students who achieve a minimum of 6 A* at GCSE.
- Management of Pupil Groupings. Pupils are streamed in Key Stage 3 and throughout for Maths. In years 7 to 9, there is a top stream and two parallel lower streams. KS4 includes setting for English and Mathematics.
- The provision of Latin from Year 8 for A1 pupils with the opportunity to take Latin as an additional GCSE.
- The provision of Further Mathematics for Set 1 pupils in Year 11 with the opportunity to take Further Mathematics as an additional GCSE.
- A flexible curriculum so pupils can choose options according to their strengths.
- The provision of additional teaching to support 'extras' such as Astronomy and Electronics GCSEs.
- The opportunity to be involved with national academic challenges such as UK Maths Challenge and Debating.
- Provision of enrichment and extension activities so pupils have opportunities to learn beyond specifications e.g The Chanteys.
- Differentiation within subject areas such as additional research, wider reading or additional sessions to help broaden a pupil's experience
- Development of independent learning by allowing pupils to organise their own work, carry out tasks unaided, evaluate their work and become self sufficient

Outside of the Classroom

Pupils use tutor time to record activities on their Silcoates Diploma.

The following are offered to all pupils but they enable the able, gifted and talented to extend their knowledge and skills.

- Musical activities
- Drama activities
- Sporting activities
- School Clubs

- Duke of Edinburgh's Award

There is also a Teaching and Learning Group which works alongside a pupil focus group looking at teaching and learning within the classroom.

Appendix

Below is an extract from the CEM Centre, University of Durham regarding the use of MidYIS.

Using MidYIS/Yellis to identify Gifted and Talented Pupils

The MidYIS/Yellis tests are suitable for identifying gifted students. Since each test is standardised on a large sample of pupils, it can provide high scores which are meaningful.

- **Scores over 130** identify students in the top 2 percent nationally. This is the traditional definition of 'mentally gifted.'
- **Scores over 126** are in the top 5% nationally. These children should be designated Gifted and Talented.
- **Scores over 120** identify students in the top 10 percent nationally.
- **Scores over 108** identify the top 30 percent nationally. Thirty percent of students now go to universities in England.
- **Scores of 100 or higher.** If the aim of 50 percent going to universities becomes a reality, it will be students who are at or above average (i.e. 100) who need to be recruited.

www.cem.org/attachments/midyis-research11.pdf

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Reviewed by:	R.L.Dews – Deputy Head (Academic)