



Exmouth  
Community  
College  
Academy Trust

## LEAD LEARNER, (GIFTED & TALENTED) POLICY

<b>Policy Details</b>	<b>Date</b>
Written by	Ian Williamson
Reviewed by	Ian Williamson
Ratified by	Curriculum Committee
Date agreed by Governors	10.10.23
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## **Definition**

- There is no specific definition or guidance by the Department for Education or Ofsted as to which students should form part of the College's Lead Learner program. As such we operate a bespoke model of selection and activity delivery to these students. However, the following definitions have been helpful in designing this model:
- 'Gifted' learners are those who have abilities in one or more academic subjects, such as Maths and English.
- 'Talented' learners are those who have particular abilities in sport, music, design or creative and performing arts. It includes those who are vocationally gifted.

## **Identification**

There is a Lead Learner (gifted and talented) Coordinator who liaises with senior leaders, subject leaders, support staff, students and parents. When students enter the college in Year 7, their Key Stage 2 English and Maths SAT's together with the results of MIDYIS tests are analysed so that the top 5-10% of performers form a focus group entitled Lead Learners. These students are expected to be some of the highest College achievers in GCSE subjects at the end of Year 11. There is also an opportunity for individual teachers to nominate students who fulfil the specific criteria of a Lead Learner student for that subject, throughout the academic year. This should help identify and support students who may show exceptional ability in more practical subject areas, or those students for whom the Key Stage 2 SATs and MIDYIS data is not such a suitable indicator of their true capability in subjects. This group is called "Subject Lead Learner", and this list is reviewed annually, so as to account for differences in pupil development, focus and effort during their time at the College. Subjects use the following types of evidence when judging whether a student is Subject Gifted and Talented:

- i] Professional judgement of teachers
- ii] Subject assessment by in class testing
- iii] Use of MIDYIS together with other baseline scores (e.g. Bently music test).
- iv] Subject specific pupil descriptors.

We also use the following criteria taken from the OFSTED review of able, gifted and talented learners:

He or she may:

- Be a good reader
- Be very articulate or verbally fluent for their age
- Give quick verbal responses (that can appear cheeky)
- Have a wide general knowledge
- Learn quickly
- Be interested in topics one might associate with an older child
- Communicate well with adults – often better than with peer group
- Have a range of interests
- Show unusual and original responses to problem solving activities
- Prefer verbal to written activities
- Be logical
- Be self taught
- Have an ability to work things out in his/her head quickly
- Have a good memory
- Be artistic
- Be musical
- Excel at sport
- Have strong views and opinions
- Be sensitive and aware

- Be socially adept
- Appear arrogant or socially inept
- Be easily bored
- Show a strong sense of leadership

### **Disadvantaged Students**

In order to ensure that all lead learners are offered opportunities to develop their higher level skills, and undertake activities that instil an aspiration to achieve the best grades, study and work chances, this identification procedure actively seeks to ensure that each cohort of lead learners is represented by approximately 25% disadvantaged students. This figure is in line with the College's whole disadvantaged cohort, and ensures that criteria that lead to students being classed as "disadvantaged" are not barriers to developing exceptional academic abilities and skills.

Although Post 16 students are not specifically identified as a "Gifted and Talented" focus group by DfE, the College now identifies the students who are expected to attain the highest grades at Post 16 based on their GCSE attainment score. The performance of these students is monitored and interventions and extra curricular activities targeted at them where appropriate.

The database of students that emerges from this exercise is provided to all staff via Sims marksheets, and via class charts as annotated seating plans. Students identified as High Achievers are now picked out during data analysis of the three reporting cycles used at the College, and Lead Learners will form part of this group. Students who are underachieving are highlighted to subject departments and year teams so that specific interventions can be put into place.

### **Effective provision in the classroom**

All teachers are aware who is on the Lead Learner, (gifted and talented register) in their teaching groups. Teachers are encouraged to differentiate for these learners and to use questioning and activities that stretch thinking and enhance learning and study skills wherever possible. New staff receive an induction session concerning Lead Learner provision as part of the induction process for the College.

Opportunities for curriculum enrichment are plentiful using links with local Universities, national bodies (e.g. Royal Society), local and national employers and specific bodies that stretch academic learning (e.g. Academy Learning)..

### **Assessment for learning**

Data is used to evaluate pupil progress and target strategies for improving the academic performance of lead learners.

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### **College ethos and pastoral care**

The achievements of lead learners are recognised and widely publicised using the school web site, which has a page dedicated to this group of students.

Key Stage 3 and 4 open evenings provide teachers with the opportunity to consult with parents about the ongoing opportunities and developments for lead learners (gifted and talented students).

## **Leadership**

Ashley Dyer is the Senior Management team link.

The Headteacher actively champions lead learners (gifted and talented students).

Ian Williamson is the Lead Learner, Coordinator and is responsible for motivating and driving most able, gifted and talented provision in the College.

This policy should be read in conjunction with the Equality Policy. No one will unlawfully be disadvantaged on the grounds of age, race or ethnicity, disability, gender and marital status, gender identity, sexual orientation, religion or belief under the operation of this policy.

This policy is also compliant with General Data Protection Regulation