



KESGRAVE HIGH SCHOOL

GIFTED AND TALENTED POLICY

Ethos

Our policy is firmly that all of our youngsters are gifted and talented in their own special ways. We are committed and genuine about this stance, and we are careful to avoid being elitist or selective. However, we do recognise the importance of challenging particularly able students according to their special talents and skills. All departments therefore offer opportunities to develop their gifted and talented students through curricular and extra-curricular activities. Pupils are generally taught in mixed ability, inclusive classes, although some broad setting does occur in Mathematics and Modern Foreign Languages. The following aspects are crucial to our philosophy and practise:-

1. Using a wide range of data to track achievement, targeting underachievement at all ages, and to create an awareness of ability levels, including identifying the 'high fliers'.
2. Ensuring that the most able in a subject are suitably challenged. This is achieved using a variety of methods in mixed ability lessons, such as the groupings used for activities, work differentiated by task or outcome, and extension activities.
3. An amazing array of extension and extra-curricular activities across the school.

Monitoring

Within school we use the 4Matrix software to monitor and analyse the achievements of gifted and talented students within each subject. Appropriate interventions are then put into place to ensure that the student achieves their potential.

Raise Online is also used to evaluate the performance of these students within all departments on a yearly basis.

Curriculum

From September 2015 changes have been made to our curriculum structure to ensure that all students are given more flexibility within their choices. This will enable all students to study more subjects related to their appropriate strengths.

Partnership with parents

Kesgrave High School always works in partnership with parents/carers to ensure that all students are given access to appropriate activities and opportunities to enhance subjects in which they show a particular talent.

'more than just a school'



KESGRAVE HIGH SCHOOL

Appendix 1: Subject Statements

- Physical Education
- Dance
- Drama
- Art & Photography
- Music
- History
- Geography
- Ethics and Philosophy and Sociology
- English
- Modern Foreign Languages
- Mathematics
- Design and Technology
- Science
- ICT & Computing
- Business & Economics
- Children's Play Learning and Development/Health & Social Care
- Psychology

Appendix 2: Named Individuals

'more than just a school'



KESGRAVE HIGH SCHOOL

Appendix 1

Physical Education

How we identify Gifted and Talented:

- Assessment of pupils within individual modules
- Extra-curricular representation / involvement
- Liaison with outside coaches and clubs
- Use of PB's, scoring and representation within outside clubs

Activities to engage and develop:

- Acting as team coach/manager/umpiring/refereeing games
- Leading and organising practices/skills for group or whole class
- Taking a warm-up and stretches for group or whole class, adding theoretical aspects e.g. Names of muscles
- Using non preferred hand/foot to develop greater all round strengths
- Placing in overload situations – e.g. 1v2 badminton
- Handicap scoring
- Different equipment that forces higher standards of play – e.g. normal tennis balls compared to transition ones
- Larger/smaller court areas dependant on the game
- Extra-curricular clubs and teams (matches and tournaments played, seen recent notable successes)
- School selecting students for county trials
- Assisting with extra-curricular clubs for lower year groups
- GCSE PE, BTEC Sport, A Level PE

Notable recent successes are:

- National representation in cross country
- Regular county and local successes both as individuals and as school teams throughout the full range of sports taught within extra-curricular programmes
- We are known in the county for always having strong, competitive teams with high levels of sportsmanship

Staff contact: Head of PE

'more than just a school'



KESGRAVE HIGH SCHOOL

Dance

How we identify Gifted and Talented:

- Assessment of pupils within lessons

Activities to engage and develop:

- New A level course
- Lunch time and after school clubs
- Annual School Show
- Acting as a mentor – for choreography/performance
- Leading and organising warm ups for group or whole class
- Running/assisting with extra-curricular clubs for lower year groups

Notable recent successes are:

- Annual School Show
- Lunch time and after school clubs

Staff contact: Head of Dance

Drama

How we identify Gifted and Talented:

In the KHS Drama department students are identified as gifted and talented using a variety of indicators. These may be

1. Quantitative indicators, including data from a variety of educational research companies to the department's own level descriptions.
2. Qualitative indicators, these are judgements by drama teachers who know the students and their work.

Activities to engage and develop:

1. Activities in Lessons

Give directing opportunities e.g. Years 8/9 statues: moving people to create pictures of both concrete and abstract ideas. Years 10/11: directing extracts from texts.

Groupings – occasionally grouping able students together rather than friendship groups. (NB some friendship groups are based on ability, yet spreading ability leads at times to better work for all).

Adopt a Teacher Scheme – in 6th form students can work with a member of staff with any class. This role can make a huge impact on the students understanding and development of Drama. It can also play a huge part for the G&T students in any class having an 'Adopt a Teacher' student present also. Many more opportunities arise for extension activities etc.

'more than just a school'



KESGRAVE HIGH SCHOOL

Giving extended or alternative tasks: design lighting for own or other group, alternative/more sophisticated drama techniques for small group performance work, in whole class improvisation, give more dominant or difficult role, expect 2 scenes instead of 1!

Give variety of subject material – “Drama”: different themes and strategies to investigate the themes (e.g. in role, hot seating) thus using many ways to deepen understanding and involvement. “Theatre”: different ways to present something to an audience.

Display work: of able students and others, including A Level Theatre Studies students.

Input by Sixth Form to Years 10/11 or lower years, perhaps by taking on roles or working as directors.

Sharing of work between classes.

2. Activities outside lessons

Shakespeare Schools Festival – we enter this national festival to celebrate Shakespeare – A special company were purposely put together to give more opportunities to perform and show off talent.

Drama Festival – a special annual competition to celebrate talent. Pupils chose categories to specialise in, from monologues, duologues and group performances. They devise script and perform in front of a panel of judges for awards.

Drama Club – lunchtime Drama Club is provided for all and individuals get many opportunities to develop and extend their talents.

Drama Theatre Trips and Workshops – many trips and workshops are organised to further and develop the talent of our pupils, giving more opportunities to push their skills further.

Notable recent successes are:

- Past student studying at Central School of Speech and Drama
- A2 Drama Students choosing to perform at the ‘Monologue Slam’ at the Mercury Theatre in Colchester with Mrs Close
- Numerous Students – Noah Seeley and Lynsey Roper to name but a few in the New Wolsey Youth Group.
- GCSE Expressive Arts Students gaining 200/200 Full Marks. Imogen Snowling to name one.
- Past student helping out Adopt a Teacher for the whole year and writing his own Musical for his EPQ project.
- Past KHS students who have come back to train in Drama and become Drama Teachers.

Staff contact: Head of Drama

‘more than just a school’



KESGRAVE HIGH SCHOOL

Art & Photography

How we identify Gifted and Talented:

Gifted and Talented pupils in Art are initially identified in year 7 from baseline assessment data and through the physical evidence provided by the work they produce. This identification process is ongoing throughout KS3 as pupils mature and develop their creative skills.

Activities to engage and develop:

In the Art Department we seek to extend pupils through a varied approach to differentiation, both in expectation and task. In offering a rich and wide range of media types and in encouraging working to a challenging scale, pupils are extended in a range of techniques and visual experiences. This provision particularly enables our Gifted and Talented to shine.

Homework tasks are set with the inclusion of extension tasks to give opportunity for the more able to be further challenged.

Examination groups are offered opportunities of extension work through a weekly after school club. There are regular visits to galleries both locally and nationally which develop and extend the critical and culture knowledge of the students. Year 11 Gifted and Talented photographers are encouraged to submit work for an annual photography competition sponsored by the Ipswich photography society. Year 12 and 13 students are encouraged to submit work for the annual Anna Airy 'Art competition/exhibition at the 'Water front Gallery' UEA.

Notable recent successes are:

Our photographers achieved noted success in the Photography competition winning prizes in three of the categories and all entries gained certificates of commendation. A number of the A' Level Gifted and Talented artists received highly commended certificates at the Anna Airy exhibition.

Staff contact: Head of Art



KESGRAVE HIGH SCHOOL

Music Department

How do we identify Gifted and Talented.

- Every year we conduct an extensive audit of all pupils in KS3. This allows us to identify every musician, their current level and any lessons that they receive.
- The audit also includes information on bands that they play in (in school and out of school), and whether their lessons are private, school based or self-taught.
- The audit also incorporates a comment where pupils can express an interest in learning an instrument.
- The audit is stored as an online document that is regularly updated and available to all music staff.
- This information is also included into our daily registers so that the music staff are constantly reminded of the instrumentalists that they teach. This allows staff to quickly identify pupils who will need extension material during lessons.
- The year 7 curriculum includes a base line keyboard assessment. This highlights pupils who have potential and could be encouraged to learn an instrument.
- All year 7 pupils complete a base line aural test. This is based on the “Bentley” and is designed to identify students who have a natural ear for music. This information is used to inform music teachers for lesson activities and identify students who could be encouraged to learn an instrument.

Activities to engage and develop.

- Additional pieces for advanced pianists in the keyboard assessment project. These are often drawn from ABRSM lists and could include the pupil’s current piano repertoire.
- Progressively difficult choices of guitar parts for rock band projects (e.g. Single finger parts, power chords, tabbed/improvised solos)
- Use of the student’s own orchestral instruments in composition/performance projects.
- An important ethos of the music department is that every pupil should be able to play in an ensemble that matches their ability. We use the instrumental audit to ensure that pupils are invited to join the correct ensemble.
- The department’s extra-curricular clubs are arranged into a pyramid structure to ensure progression between ensembles. This is illustrated in the following table.

	Beginners	Intermediate	Advanced
Brass	Big Band	Big Brass/ Jazz Band	Brass Quintet
Woodwind	Clarinet/Flute ensemble	Big Band/Jazz Band	Wind Quintet
Strings	Junior Strings	String Trios	Chamber Orchestra
Vocalists	Junior Choir	Senior Singers	Chamber Choir
Rock Guitar/Drums/Kbrd	Big Band	Jazz Band	Rock School

- The department offers a grade V theory club to stretch gifted and talented students who want to improve their music theory and those who need the exam so as to progress through practical grades.

‘more than just a school’



KESGRAVE HIGH SCHOOL

- Instrumentalist who are taught in school are offered a choice of internal or externally graded assessments.

- The department holds a yearly “Young Musician of the Year” competition to celebrate the achievements of our gifted and talented musicians and increase the opportunities for solo instrumental performances. This is judged by an external panel who give feedback to help the performers.
- The department has also increased performance opportunities by holding monthly chamber concerts. These are open to all students.
- Public concerts are held twice a year. These include all extra-curricular ensembles and opportunities for solo pieces.
- The music department encourages the gifted and talented musicians to join external courses/groups so as to further develop their musical experiences. These include Suffolk County music ensembles, junior guildhall and various performance workshops run by Snape malting’s concert hall.
- We have also had the opportunity to develop positive relationships with various professional organisations including the London Symphony Orchestra, the London Sinfonietta and the Performing Rights Society. These have resulted in a number of performances, master classes and workshops. One of these culminated in joint performance with the LSO brass quintet at Snape Maltings concert hall.
- The music department holds regular concert trips to encourage the advanced musicians. These have included trips to see Glyndebourne Opera Company, the London Sinfonietta and the London Symphony Orchestra.
- The department has used the services of external professional to run workshops for Gifted and Talented musicians. These have included workshops on Indonesian Gamelan, Advanced Percussion Skills, Samba Drumming and Rock Band Skills.

- The nature of music education means that the issue of Gifted and Talented will always be an issue for any music department, but at KHS we are committed to ensuring the all pupils can access curricular and extra-curricular at a standard that is relevant to their own ability.

Staff contact: Head of Music



KESGRAVE HIGH SCHOOL

History

How we identify Gifted and Talented:

In KS3 we do 3 formal assessments during the year. They can be picked out with the quality of their essay writing. These pieces are levelled and students achieving grades well above the years expectations are obvious. They can also be picked out via other extended written tasks carried out throughout the year. We also use classroom discussion as sometimes gifted students can become obvious through their contributions.

In Key Stage 4 and 5 this can also be done using exam questions. Mark schemes are shared with the pupils to help access the most able to achieve the highest grades.

Activities to engage and develop:

By highlighting the ways students can access the higher levels in assessments we encourage gifted students to push themselves. Historical issues are chosen that we feel will engage students and encourage them to develop complex judgements in their conclusions. For example in year 9 they have to analyse and evaluate sources to reach a judgement about the dropping of the atomic bombs on Japan in 1945.

Notable recent successes are:

Students who have gone on to study History at University level including students who have done so at Oxford and Cambridge. A consistently high number of year 11 students who achieve the highest available grades.

Staff contact: Head of History



KESGRAVE HIGH SCHOOL

Geography

How we identify Gifted and Talented:

We use the trawl data as one method and look at the higher attaining pupils in each year group. We have a scale which shows the average levels and those exceeding that are deemed in most cases to be the gifted pupils. We also have targeted assessment pieces of work in each year group that allow us to differentiate between abilities more accurately. Verbal responses and fantastic pieces of work also inform us as does the interest and questions generated by those pupils who have a real interest and ability in the subject. Self-evaluation of pupils also exists through systems like our progress sheets where pupils log their progress on a flight path as they go through the year and are encouraged to set themselves subject targets. At the end of each year the department staff are asked to identify pupils with particular talent or ability in the subject so that subsequent staff are aware so they can cater for these pupils appropriately.

Activities to engage and develop:

All assessments throughout Key stage 3 allow for the full range of ability to achieve and enable all pupils to identify what they need to do to achieve the higher levels. We counsel those with particular talents and skills in the subject by some of the following:

- Identify pupil's right from year 7 and mentor and encourage them throughout.
- Providing enrichment in lessons through extension activities which are challenging but also interesting and extend the knowledge of the pupil
- Develop more complex ideas and terminology by individual tutoring
- Offer interested GCSE students to sit in on an A Level lesson
- Encourage A Level students to attend talks and conferences to further develop their knowledge and skills base
- Furnish interested and talented geographers with materials and resources to take their learning further.
- To enhance geographical understanding through fieldtrips and visits to places like the Crystal.
- Geography Club in year 7 to encourage an interest and fostering of geography talent
- Extension and revision classes for GCSE and A level.
- Many tasks are structured in such a way that enables the more gifted to reach their own level such as the coursework at GCSE. GCSE also offers a tiered approach to the exam. 2 levels of ability are available although pupils will not be selected finally until the end of the course.
- We encourage higher level students to communicate their ideas between each other during lessons so that they can develop their ideas with someone of their own level that is not always a teacher. We find that this way of extending their ideas independently can give them a greater sense of achievement than just being guided by the teacher all the time.
- We also emphasise skills development as well as knowledge for our G & T pupils.

Notable recent successes are:

Many of our past A Level students have studied Geography at University and have plans for careers using it.

GCSE results show about a third achieving A* and A grades.

Staff contact: Head of Geography

'more than just a school'



KESGRAVE HIGH SCHOOL

Ethics and Philosophy and Sociology

How we identify Gifted and Talented students

The Department uses various types of data including base line assessments completed in the Autumn Term to identify students with different educational needs including those that are considered gifted and talented.

Activities to engage and develop:

At key stage 3 the course has been designed in order that the complete range of abilities is catered for and therefore all students can reach their full potential. Teachers are able to show students from year 7 onwards how they can achieve the highest level. The Ethics and Philosophy course enables students to think deeply into the ideas considered and prepares them to think independently and critically, something that is important for gifted students. Open ended assessments enable gifted pupils to explore issues in a number of ways through extended writing, art music and drama as evidenced in the year 9 extended homework task. The various topic areas discussed in Religion and Ethics and Sociology at key stage 4 enable students to consider topic areas in depth, for example matters of life and death. This is an example of cross curricular work and enables those gifted in the science subjects to achieve in humanities subjects. Both subjects encourage discussion and the importance of delving more deeply into the issues that are being considered. The nature of assessment allows gifted and talented students the opportunity to express their knowledge and understanding. Revision sessions are offered in year 11 to expand and develop learning opportunities. These are structured, for example A grade students are identified and the Department will organise sessions to stretch these students to A* Philosophy and Ethics Conferences allow students to explore issues that will affect them all e.g. birth and death. It is an excellent opportunity for the more articulate to question and sometimes challenge visiting speakers. At A level the courses have schemes of work that include extension and enrichment activities built into them. Trips are organised to facilitate learning for example the annual trip to Westminster. We also invite speakers into A level classes for example MP's, lecturers from universities and members of faith groups enabling students to connect to real life issues and current affairs.

Notable recent successes

Our display of the year 9 extended homework task was exceptional this year with a variety of different creative forms used to demonstrate the theme of suffering. We were very impressed with the high standard of some of the year 8 work on human rights.

Staff Contact: Head of Ethics, Sociology and Philosophy

'more than just a school'



KESGRAVE HIGH SCHOOL

English

How do we identify Gifted and Talented students

- In English we use school data alongside teacher assessment and observation to identify 'the broad spectrum of gifted and talented' students in the department. We recognise that flexibility is required when meeting the need of the 'gifted and talented', as there is no 'one way' to meet the need of all. As a department we believe the principles of good teaching for all young people provides a solid foundation for the teaching gifted and talented.

Activities to engage and develop:

- As a mixed-ability department our KS3 schemes of work directly suggest tasks that 'stretch and challenge' learners. Individual Lesson planning in the department directly addresses ways to accommodate the needs of gifted and talented pupils. The termly 'key stage 3 assessment review' allows pupils to reflect on their own learning and set their own individual targets. We actively use peer and self-assessment to make young people partners in their learning; a proven technique with 'gifted and talented' students. We aim to maintain a culture of high expectations and aspirations in all our lessons and review this in lesson observations. Group work is used to promote collaborative activities which help gifted and talented pupils perform better. Every year group has suggested reading lists with titles aimed at pushing the experience of gifted readers. Year 7 reading passports allow teachers to monitor and suggest challenging texts to gifted and talented learners.
- In addition to the classroom experience we seek to offer additional opportunities for our students across all 3 key stages. We have year 10 reading ambassadors who support the reading habits of year 7 pupils – this position is offered to positive role models who are high-achieving English students. In the sixth form we have 24 Literacy ambassadors who deliver sessions with 'catch-up' students in year 7. These 'gifted and talented' sixth formers are trained in teaching techniques and ways to support literacy; many have aspirations to pursue childcare or teaching at University. In year 11 we have an 'A*' group who meet at lunch times to explore literature and language beyond the requirements of GCSE.

Recent successes and evaluations

- We have experienced consistent success in national debating competitions, particularly MACE. Debating provides a unique challenge for the gifted and talented to compete with others in public speaking and analytical reflection, whilst building confidence and flexing higher order thinking skills. We have hosted visits from the English speaking Union who worked with selected student's high-achievers from all year groups.
- There have been many celebration rewards for the highest achieving students including an audience with writer Cath Cassidy, Oscar-winning film producer Peter Fudakowski, visits to Harry Potter World, Matilda the musical and the hiring of Cineworld screens during National theatre live events. We have used external competitions such as '500' words to challenge our year 7 and 8 students' creative writing and Spelling Bees to showcase spelling talent. We showcase outcomes of 'gifted and talented' work on the English website.

Staff contact: Head of English

'more than just a school'



KESGRAVE HIGH SCHOOL

Modern Foreign Languages

How we identify Gifted and Talented:

- Year 7 starts as a very skills based course, ensuring that those that already have good language skills from primary school are stretched and challenged with new material. As the course becomes more topic based, gifted and talented pupils are encouraged to use the adaptation and extension skills more readily to produce more accurate and extended work.
- Year 7 sit a baseline test after the first term in MFL in order to assess those that are gifted and talented (regardless of whether they did KS2 languages or not). This helps to identify high achievers in order to set material that stretches pupils (e.g. using subordinating rather than coordinating conjunctions in German).

Activities to engage and develop:

- Year 8 pupils are broadly set to ensure that gifted and talented pupils are able to be stretched to encounter higher level grammar and structures and to be exposed to listening tasks at near normal speed and reading tasks with higher demands. Differentiated tasks are set both within class and as homework activities and pupils are set Wow factor tasks to stretch them.
- Year 9 pupils are broadly set to ensure smooth transition to GCSE and in order to challenge at a higher level those that will be A/A* pupils at GCSE. Pupils work from differentiated textbooks with differentiated homework tasks.
- Year 9 pupils are given one lesson of Spanish a fortnight. This means that pupils that are strong in their first MFL also have the opportunity to take a second language.
- All pupils are encouraged to access a number of additional materials outside of school such as the Active Learn package, Apps such as Duolingo, Quizlet and BBC Bitesize. They are also encouraged to listen to authentic radio stations / watch films in target language. There are some novels in the library to nurture the interests of gifted pupils.
- From September 2016 pupils will be able to access Spanish GCSE as well as their first MFL to GCSE level. This is likely to be accessed by very high achieving linguists due to the demands but will produce a culture of 'Linguists'.
- Differentiated coursework titles offered.
- Gifted students are exposed to A level grammar and structures in order to ensure the highest GCSE grades possible but also to aid the transition for them to A level languages.
- GCSEs now offered to pupils who speak a different language at home.
- We recognise that many pupils have a language that they speak at home that is not one taught at Kesgrave. If there is an exam available for this language we enter pupils. The majority of pupils achieve an A* in this exam.

Notable recent successes are:

- Increased number of A* grades in French and German.
- Every year we have a good number of KS4 pupils accepted for the Northgate Gifted and Talented Programme.
- KS5 pupils regularly go on to study languages at university.
- Introduction of Spanish to the curriculum allowing for dual linguists at GCSE

Staff Contact: Head of Modern Foreign Languages

'more than just a school'



KESGRAVE HIGH SCHOOL

Mathematics

How we identify Gifted and Talented students

- These students are identified by the use of internal and external test data and teacher recommendations. This data is noted and shared to ensure that all teachers are aware of their talents.

Activities to engage and develop:

- Extension activities planned within the lessons enabling material beyond the syllabus to be taught and students to use thinking and decision skills. (Linking in with Nrich & similar).
- Enriching lessons with real life applications of Mathematics. For example coding and mechanics.
- Giving students tasks to research new and different areas of Mathematics to broaden their knowledge of the subject.
- Use of Further Maths to stretch both GCSE & Advanced Level students.
- The school participates in various individual and team challenge events at both local and national level across different year groups

Recent Successes and evaluations

- Individual students have won medals for their participation in challenge events and progressed to national and international competition rounds.
- Our team entries have also met with success either winning events or regularly being one of the leading teams.
- The Further Maths at GCSE has helped encourage increased take up of Maths at A Level.

Staff contact: Head of Mathematics

'more than just a school'



KESGRAVE HIGH SCHOOL

Design & Technology

How we identify Gifted and Talented:

This is observed in lesson time where students demonstrate a raw talent or flair. This is evidenced through their thinking, designing or making which shows originality, creativity, innovation or complex thinking. Gifted and Talented students in Design & Technology may have a tendency to be achieving high grades but they may actually be performing poorly. Often talented students are seen to have 'Engineering' minds or 'Abstract' minds.

Activities to engage and develop:

This can take many different forms whether as enrichment or as differentiation. In lesson time work can be differentiated through extension tasks, more complex outcomes or taking on positions of responsibility as leaders or helpers for others in the room. Beyond traditional lesson time, clubs, trips and enrichment sessions in activities week are offered. Students sometimes compete in competitions such as the 'Bake Off' which was featured in the local press.

Notable recent successes are:

4 students granted an Arkwright Scholarship for their Engineering potential. This is on top of previous students gaining the award.

Student gained an Apprenticeship at Rolls Royce.

Other alumni who have gone on to work for design companies in the UK and abroad

Staff Contact: Head of Technology



KESGRAVE HIGH SCHOOL

Science

How we identify Gifted and Talented students

- The Science Faculty subscribes to the mixed ability ethos of the school throughout its provision from Year 7 to Year 13. This allows the Faculty to identify our learners' talents across the spectrum of the material delivered including those with talents in oral or practical tasks.
- The Science Faculty uses KS2 and reading scores along with CASE pre-test data to identify those most likely to need more challenging work.

Activities to engage and develop:

- The range of skills assessed in Science allows a broad range of pupils to excel as is reflected by our KS3 and KS4 results being above the school's average.
- The students follow well written and resourced schemes of work that include extension tasks for the more able.
- The wide range of teaching styles suggested by the schemes creates an environment in which all pupils can find an outlet.
- Outside lesson time there are thriving clubs including: Science Club, Radio Club and Environment and Wildlife Club.

Recent Successes and evaluations

- Outside lesson time there are thriving clubs including: Science Club, Radio Club and Environment and Wildlife Club. These allow pupils who wish to extend their knowledge and skills to do so in a familiar environment.

Staff Contact: Head of Science

'more than just a school'



KESGRAVE HIGH SCHOOL

ICT & Computing

Identifying Gifted and Talented students in ICT & Computing

- The ICT & Computing Department has an ethos where developing Gifted and Talented Students is part of each Computing or ICT module every student undertakes at all Key Stages. As the Computing curriculum encompasses such a wide range of skills and levels of understanding, we acknowledge that students can perhaps be Gifted and Talented in particular areas of the curriculum.
- This means ICT & Computing teaching staff continue to develop a classroom environment which is controlled, purposeful and most of all gives both students and teaching staff an environment where they can feel comfortable and can advance their skills.

Activities to engage and develop gifted and talented:

- Computing is a challenging and sometime difficult subject that requires the development of logical thinking and problem solving skills. As part of this we encourage our teachers and students to think outside of the box and promote activities that develop an understanding of computational thinking away from a computer, where appropriate. We will teach a variety of programming languages that will stretch and challenge the students and allow gifted and talented students to develop an understanding of the programming constructs and use them in a variety of contexts.
- At KS3 a number of lunchtime and after-school clubs are offered to students. In addition, there is supervised ICT access available in many areas of the school.
- At KS4 and KS5 for those students enrolled on examination courses. There is the opportunity to use the facilities at lunchtime and after school.
- As a department we also engage students in a number of other activities such as the Raspberry Pi jams, Year 7 Computing Day, MAT Creative Media Day, Sixth form Electives etc.

Recent Successes and evaluations:

- Students are encouraged to use and develop Independent Learning skills along with the understanding that they can learn from their mistakes and to improve their work from this. Reflection and evaluation is encouraged. Students are also able to teach and support each other in the classroom with ICT skills. For Gifted and Talented students this promotes self-confidence, social contact and gives them a sense of self-realisation and transcendence.

Contact: Head of ICT & Computing

'more than just a school'



KESGRAVE HIGH SCHOOL

Business & Economics

How we identify Gifted and Talented:

- Within the Department there are a number of ways in which we support and encourage those students who may be gifted and talented.
- Identifying those students who perform highly is a continuous process and the department ensures that students and parents receive recognition from the department of these achievements in the form of achievement postcards and letters home.

Activities to engage and develop:

- At Key Stage 4 the courses on offer now have no tiered entry allowing all students to perform at the best of their ability and attain the grade they deserve for the work committed. We also offer the Young Enterprise scheme for those students in Year 11 who have increased interest in the subject and who show those skills needed for running a business in their lessons. The Entrepreneurs Conference at KS4 allows students with increased commitment to speak with real business people and how they started. Further involvement in national competitions for Tutor2u and the Student investor challenge enable those students who are talented to compete with students nationally, nurturing and developing their subject knowledge.
- At Key Stage 5 students have increased commitment to the subject and all perform very well. The use of speakers and trips allows those students who can, to add further depth to their analysis of situations and theory. Students can stretch themselves further through their involvement with the student investor challenge, the BASE accounting competition and through the enrichment options of Young Enterprise and the financial literacy qualification.

Notable recent successes are:

- Recent developments using Twitter, blogging and a departmental newsletter have enabled those students with a real interest in the subject outside of the classroom to develop their understanding and make connections with the wider business environment to help add depth to their studies.
- Year 13 students won the regional heat of the BASE competition and went to represent Suffolk at the National final held in Birmingham over 2 days in July, competing against 41 other regional finalists.

Staff contact: Head of Business and Economics

'more than just a school'



KESGRAVE HIGH SCHOOL

Children's Play, Learning and Development/Health and Social Care

How we identify Gifted and Talented:

- Identifying those students who perform highly is ongoing due to the nature of the course. The department ensures that students and parents receive recognition from the department of these achievements in the form of achievement postcards, golden tickets for students and letters home.

Activities to engage and develop:

- At Key Stage 4 the courses on offer now have no tiered entry allowing all students to perform at the best of their ability and attain the grade they deserve for the work committed. We also offer a first aid qualification to students in Year 10, as well as a specialist paediatric first aid qualification for those students in year 12 and
- At Key Stage 5 students have demonstrated a clear will to succeed within the subject and all perform very well at both qualifications. The use of external speakers allows those students who can to apply the aspects of theory to real life alongside completing valuable work experience placements throughout the year

Notable recent successes are:

- Recent links made with Alice Grange care homes as part of their initiative to provide croquet for their dementia residents.

Staff contact: Head of Health & Social Care



KESGRAVE HIGH SCHOOL

Psychology

How we identify Gifted and Talented:

- The psychology department recognises that all students are gifted and talented in their own way and strive to support all students to access the course and be challenged through appropriate differentiation throughout.
- We use baseline tests at the beginning of all topics to identify the level and needs of all students.
- Performance on interim and end of unit tests is also used to highlight strengths and weakness.

Activities to engage and develop:

- The psychology department actively differentiate for access and challenge in all classes
- At key stage 4 we have designed a range of extended projects to help develop deeper understanding and develop 'research' skills
- We have designed personalised learning units aimed to help accelerate and stretch all students at KS4 and KS5
- At Key Stage 5 we encourage students to access wider reading and subscription to Psychology review as well as trips to specialist lectures.
- At the end of year 12 we hold a psychology exhibition where students research an area of interest, design and present an interactive workshop to Kesgrave students from a lower year.

Notable recent successes are:

- Recent criminology conference generated a high level of interest in Psychology as a future career path in A level students

Staff contact: Head of Psychology

'more than just a school'



KESGRAVE HIGH SCHOOL

Appendix 2: Named individuals

Stuart Simmons (Head of PE)
Lynsey Warfield (Head of Dance)
Stuart Race (Head of Drama)
Trevor Laird (Head of Art & Photography)
Jonathan Woodley (Head of Music)
Malcolm Watson (Head of History)
Gill Tyson (Head of Geography)
Viv Hawkins (Head of Ethics and Philosophy and Sociology)
Matthew Wheatley (Head of English)
Tanya Gwilliam (Head of Modern Foreign Languages)
Tom Corker (Head of Technology)
David Cubbin (Head of Mathematics)
Abbi Wynne (Head of Science)
Kelly Abbott (Head of ICT & Computing)
Stuart Tingey (Head of Business & Economics)
Nicole Driver (Head of Health & Social Care)
Xav Norte (Head of Psychology)

Leadership Team: Dean Rowley

'more than just a school'