

Typical Gifted and Talented activities and strategies used by departments

Drama- within lessons:

1. Additional challenge activities are clearly visible on the screen throughout the lesson.
2. Data on pupils is used to identify inform lesson planning to ensure that Gifted, Talented and indeed all pupils are challenged so that they succeed in getting their predicted grades.
3. Pupils are encouraged to take part in extra-curricular drama both in and out of school.
4. Strategic grouping – sometimes all Gifted and Talented Pupils are together and other times they are spread out amongst the rest of the class.
5. Extra drama skills are taught to include in performances.
6. Higher order questioning.

Drama- extra-curricular:

1. Talented drama pupils to take part in the school productions.

English- within lessons:

1. Challenging text is selected for the most able pupils /classes.
2. Appropriately challenging vocabulary and texts are used to challenge pupils.
3. Prior data and a good knowledge of the pupils are used to identify and challenge the pupils.
4. Extension activities are offered in class and homework projects allow all pupils to succeed at their own level.
5. Open questions are used to facilitate higher-order thinking.
6. Key Stage 4 strategies such as referring to the exam structure with pupils in Year 9 so they can plan ahead and begin to develop higher aspirations.
7. In Key Stage 4 past papers and exam questions and answers are used to engage pupils with the reality of exams and pupils are given opportunities to mark model answers so that they become familiar with the criteria.

Typical Gifted and Talented activities and strategies used by departments

English- extra-curricular:

1. A recent trip to the The Globe Theatre in London to watch a production was very successful and something that may be an annual event.
2. The short story writing competition saw five winners whose stories appeared in a published anthology.

Geography- within lessons:

1. All pupil assessments are recorded and progress is tracked
2. Progress is monitored by the class teacher, Head of Departments and Humanities Leaders.
3. Data is used to identify underachieving Gifted and Talented pupils as well as achieving and over achieving pupils.
4. Seating plans change every half term but they are aimed to challenge Gifted and Talented pupils.
5. Differentiated questions are provided.
6. Links are made to levels and success criteria.
7. Extension challenge is provided.
8. Questions are open and directed.
9. Homework follows a pattern of spelling tests with definitions, numeracy tasks and projects. These allow pupils to become accurate and knowledgeable of key words as well as to allow them the option on homework.
10. GCSE exam questions in Year 9.
11. Specific links to levels and grades in lessons to make pupils aware of skills and expectations.
12. Homework projects allow pupils to pick an area of interest and challenge themselves to acquire new knowledge and look at issues from different perspectives.
13. In the past Year 9 pupils took a GCSE exam to challenge them and their exam skills. This exam is now carried out by all of Year 9 to allow them the opportunity to experience GCSE questions and be challenged to be succinct.

Typical Gifted and Talented activities and strategies used by departments

14. Gifted and Talented pupils are supported as well as our aspiring Gifted and Talented pupils (which is all pupils) in all lessons across all years. This is done through providing an engaging and varied curriculum which has a focus on case studies from around the world. Opportunities for all pupils is provided to achieve a level 8 and an A* by not setting pupils and teaching to the top and scaffolding down. This has a positive outcome on pupil performance as it does not limit possible attainment

Geography- extra-curricular:

1. Eastleigh Consortium Quiz – a Year 9 and Year 10 team are taken to the Eastleigh Consortium Quiz every November.

History- within lessons:

1. All lessons are differentiated so that Gifted and Talented pupils can be stretched and challenged in class.
2. Assessments are also differentiated so that those pupils in Key Stage 3 that are of high potential can access higher level thinking tasks and GCSE style questions.
3. At GCSE higher potential students are encouraged to do extra reading on the topic so that their expert knowledge is more to an A level standard.
4. At times homework and feedback is differentiated so that they are challenged with the work in the classroom and at home.

Maths- within lessons:

1. Differentiation in lessons – challenging extension activities.
2. Strategic seating.
3. Pupils act as team leaders and teach other students.
4. Problem solving and Maths Challenge activities are embedded in lessons.
5. GCSE work is used as extension tasks at Key Stage 3.
6. Open ended investigations are used.
7. Research topics are at times assigned individually.

Typical Gifted and Talented activities and strategies used by departments

Maths- extra-curricular:

1. Intermediate Maths Challenge for Year 9 Gifted and Talented Pupils.
2. Southampton University Maths Challenge for Years 7, 8 and 9 Gifted and Talented pupils.
3. Gifted and Talented Years 8 and 9 Team Challenge.
4. Junior Maths Challenge for Year 7 and 8 Gifted and Talented Pupils.
5. Gifted and Talented day for Year 6.
6. In addition, Year 11 Gifted and Talented Pupils have been entered to sit for the statistics module as an additional GCSE award.
7. Extra-curricular clubs.

Media and Film Studies- within lessons:

In Media and Film Studies Gifted and Talented Pupils are challenged by ensuring learning activities in the classroom offer additional stretch through a combination of acceleration, enrichment and extension. Opportunities for independent learning are provided with a range of learning styles being used. At GCSE level a real-life context is provided which support decision making and problem-solving skills. The pupils use industry standard technology and have to carry-out independent projects which tend to be in ability set groups.

Strategies:

1. Use of data and initial assessment to identify and challenge students.
2. Differentiation by outcome.
3. Strategic seating.
4. Data displayed on wall to promote expectations and competition.

Activities:

1. Challenging extension activities are provided.
2. Open questions are used.
3. Further responsibilities are given to the Gifted and Talented Pupils.
4. Different roles are assigned within group tasks.
5. Gifted and Talented Pupils work as Learning Support Assistant's during the lesson.
6. Students prepare resources and teach chunks of the lesson.
7. Exam questions with model answers are provided.
8. Key Stage 4 practice for Key Stage 3 pupils.
9. Differentiated work through the use of add-on rooms.

Typical Gifted and Talented activities and strategies used by departments

MFL- within lessons:

1. In Year 7 there is a top set which is now doing two languages which are really stretching and challenging the most Gifted Pupils in that year.
2. In Year 9 a GCSE group has been initiated during the year so that the most able pupils can have a taste of what the GCSE is like and to make sure that the most able pupils are stretched.
3. In Years 10 and 11 pupils are encouraged to produce written and spoken work that is A* by clarifying the criteria for this and making sure pupils are going well beyond the minimum in the work they produce.

MFL- extra-curricular:

1. In Year 8 there is a trip to Southampton University for Gifted and Talented linguists where they are encouraged to study another language and there are competitions for the most talented linguists.

Music- within lessons:

1. In Music Gifted and Talented Pupils take part in extra-curricular ensembles. There is a broad range of ensembles, which cater for the various strengths and interests of pupils. Working within ensembles challenges and extends the learning of all taking part. Pupils with advanced performance skills are able to tackle much more demanding work in class.
2. Gifted and Talented pupils in Music are identified because of their musical ability and are therefore having instrumental/singing lessons in school or privately.
3. Pupils not already having lessons who demonstrate ability or interest are encouraged to take up lessons. This will then enable them to make more progress.
4. In class, Gifted and Talented Pupils are encouraged to tackle extension activities and to take a leading role.

Typical Gifted and Talented activities and strategies used by departments

Music- extra-curricular:

1. Extra-curricular instrumental lessons are available for all pupils – pupils who are Pupil Premium do not pay a fee for this.
2. Grade 5 Theory class with an external teacher is very popular with the more able pupils
3. Wind Band.
4. Jazz Band
5. Show Chorus
6. Show Case – by invitation.
7. Sax and Clarinet groups- by invitation.
8. String group before concerts
9. In conjunction with Drama, lots of pupils are also involved in the productions – last year's being 'High School Musical'

New Technologies- within lessons:

1. Higher levels of 'making' challenge within projects.
2. Higher and targeted levels of questioning.
3. Structured levelling to enable greater development of the design process.
4. Use of experts within groups.
5. Use of learning diaries to enable independent learning.
6. Greater scope of projects.
7. Use of leadership skills within lessons.

New Technologies- extra-curricular:

1. Lego Mindstorms – Entry into the First Lego League challenge which they won, involved programming robots, completing a project based on a theme and providing technical evidence of skills. This year students will complete the bronze or silver crest award.
2. Programming club – During the winter and autumn term, an Arduino expert and two professional programming designers provided workshops to enhance knowledge of programming electronic systems. IBM industry experts have also run two workshops open all year groups and the topics were coding with Python and the Raspberry Pi.
3. Entry to various competitions such as Innovating the Future and Cook it for Cricket.

Typical Gifted and Talented activities and strategies used by departments

PE- within lessons:

1. Classes in lessons are set so most able work together and are pushed accordingly.
2. In PE Gifted and Talented Pupils are challenged by giving them a different role other than performing. Students are often asked to lead or coach a group.

PE- extra-curricular:

1. Numerous Hampshire competitions are entered as well as District and Regional competitions to push our most able sportspeople.
2. Any athletes of a National level are individually mentored by a member of the PE department.
3. Able students are asked to run and organise junior school events.

RS- within lessons:

1. Lesson objectives, questioning and resources are differentiated up to level 7 (Key Stage 3) and A* (Key Stage 4).
2. All pupil assessments are recorded and progress is tracked.
3. Progress is monitored by the class teacher, Heads of Department and Humanities Leaders.
4. Data is used to identify underachieving Gifted and Talented pupils as well as achieving and over achieving pupils.
5. Links are made to levels and success criteria.
6. Extension challenge is provided.
7. Questions are open and directed.
8. GCSE exam questions are used in Year 9.
9. Specific links to levels and grades are used in lessons to make pupils aware of skills and expectations.
10. Year 7 Gifted and Talented Pupils are provided with GCSE level extension work when appropriate. There are independent projects across Key Stage 3 to enable pupils reach Level 8.
11. Years 8 and 9: Gifted and Talented pupils are already following the GCSE syllabus at varying levels. This enables them to work at levels usually associated with Years 10 and 11.
12. Level 7 extension work is provided in all lessons from Years 7-9.

Typical Gifted and Talented activities and strategies used by departments

13. Independent project work as part of the assessment programme across Key Stage 3 which enables pupils reach Level 8 more effectively.

RS- extra-curricular:

14. Trip to St Paul's Cathedral for Year 8 annually.

Science- within lessons:

Within the curriculum, the top set only is streamed (the rest of the classes are mixed ability). At GCSE the Triple Science course is delivered to challenge the more able pupils.

Strategies:

1. More challenging work links to higher level is clearly visible on PowerPoint throughout lessons.
2. Use of Data to identify and challenge pupils.
3. Strategic seating is used.

Activities:

1. Challenging extension activities.
2. Open questions.
3. Able pupils used as Team Leaders.
4. Further investigations are given to pupils where necessary.
5. Open ended investigation questions are provided.
6. Exam questions are used with modelled answers accessible to pupils.
7. Key Stage 4 practice for Key Stage 3 pupils.
8. Extension homework tasks available.

Science- extra-curricular:

1. Year 10- Southampton University Kitchen Chemistry to encourage pupils into A-Level Chemistry.
2. Year 10 and Year 11 Chemistry Challenge at Portsmouth Grammar School.
3. Science Leaders from Year 8, worked with Year 6 Fryern pupils on the Chemistry Challenge on 3rd of April, 2014.
4. Submissions to 'My School is an Island' project.
5. Faraday Challenge – annually.
6. Hocus Pocus Chemistry - Christmas Chemistry Lecture every year.