

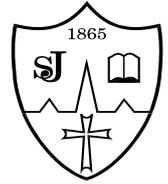
St James' C of E Primary School

Gifted and Talented Policy

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Definition

We consider gifted children to be those who are exceptional and working beyond the higher levels expected for their year group in three or more areas of learning (approximately 10% of our school population – as required by National expectations and reported on SIMS). More Able children are those who show levels of skill in one or two areas of academic learning. Talented children are those with high skill levels in non-academic subjects.

In line with our school aims and learning policy, we aim to promote a learning environment in which these children are assisted to reach their full potential. We understand that an able child is still a child, and cannot operate in a vacuum; they must be given emotional and social support as well as academic stimulation.

Identification

The identification of Gifted and Talented children is not an easy task to undertake as estimates of giftedness vary greatly. We also understand that having an exceptional ability is not a one-off fixed state of existence that doesn't change. Identification of gifted and talented pupils should be a continuous, whole-school process which: is fair and transparent; does not discriminate against particular groups; and is flexible enough to include pupils who join the school part way through the academic year, or are late or early developers.

These children may display traits from the following characteristics:

- High achieving- studious, bright, hard-working whose thinking tends to be conventional;
- Social leaders- likes working in groups and shows pronounced powers of leadership;
- Creative intellectuals- displays originality of thought, likes freedom of choice when working;
- Rebels- unconventional thinkers who can be disruptive and difficult to work with unless carefully and tactfully guided.

This is not an exhaustive list but is a guide to demonstrate the wide variety of types of learner that may have gifted abilities.

We also recognise different “intelligences” (after Gardner)

- verbal/linguistic
- musical/rhythmic
- logical/mathematical

- visual/spatial
- physical/kinaesthetic
- intrapersonal (ability for self-understanding)
- interpersonal (ability to relate to and understand others)

Our identification of these pupils will be based on making a judgement after analysis of various sources of information (portfolio approach) including:

Quantitative:

- Test scores (end of key stage levels; school assessments: standardised scores above 120)

Qualitative:

- Teacher nomination (based on classroom observation, discussions with pupils, work scrutiny, subject specific checklist appendix 1)
- Peer or self-nomination
- Parental information

Rates of progress:

- value added data
- reference to prior attainment/achievement

This information is collated by the gifted and talented co-ordinator and the assessment co-ordinator and is made available to all staff. The register is regularly reviewed and updated and reported through SIMS.

Hidden gifted

We need to be particularly vigilant for the ‘hidden gifted’, such as underachievers, those for whom English is not their first language, those with specific learning or physical disabilities, those from different cultural or disadvantaged socio-economic groups. The identified group should be broadly representative of the school’s population.

Indicators of gifts and talents by phase

Early Years	Primary	Secondary
Is it precocity or giftedness?	Needs fewer steps in process	Questions rules/authority
Uneven development	Enjoys increased pace	Non-conformity
Gets cross if task too easy/hard	Needs less instruction and practice	High ability/low motivation
Needs to own extended tasks	Thrives on independent study	Keen sense of justice
May display ‘unique creativity’	Copes with abstract tasks	Divergent thinking/creativity

Often easily bored & disruptive	Likes open-ended situations	Excellent sense of humour
Very good verbal/reasoning	Needs to learn to fail	Growing self-determination
Needs enrichment more than acceleration	Responds to wide variety of creative opportunities	May develop lifelong passion for field or hobby
Can show reflection above age	Needs to be encouraged to take risks	Intellectual curiosity stands out
Identification for understanding and provision not labelling	Whatever the intellectual level must remember actual age	Needs to work with pupils of similar ability in/out of school
Emotional literacy can lag behind academic work	Needs to develop self-esteem in supportive environment	Exceptional powers of concentration, stamina

General Characteristics of Gifted and Talented Pupils

The following characteristics (taken from the 1998 Ofsted review of research by Joan Freeman) are not necessarily proof of high ability but they may alert teachers to the need to enquire further into a pupil's learning patterns and ability levels.

He or she may:

- be a good reader
- be very articulate or verbally fluent for their age
- give quick verbal responses (which can appear cheeky)
- have a wide general knowledge
- learn quickly
- be interested in topics which one might associate with an older child
- communicate well with adults - often better than with their peer group
- have a range of interests, some of which are almost obsessions
- show unusual and original responses to problem solving activities
- prefer verbal to written activities
- be logical
- be self taught in their own interest areas
- have an ability to work things out in their head very quickly
- have a good memory that they can access easily
- be artistic
- be musical
- excel at sport
- have strong views and opinions
- have a lively and original imagination / sense of humour
- be very sensitive and aware
- focus on their own interests rather than on what is being taught
- be socially adept
- appear arrogant or socially inept
- be easily bored by what they perceive as routine tasks
- show a strong sense of leadership
- not necessarily be well-behaved or well liked by others

Underachievement

Gifted and talented underachievers may tend to:

- Have low self-esteem;
- Be confused about their development and about why they are behaving as they are;
- Manipulate their environment to make themselves feel better;
- Tend towards a superior attitude to those around them;
- Find inadequacy in others, in things, in systems, to excuse their own behaviours.
- In some situations, children choose to hide their ability in order to 'fit in' with their peer group or avoid being singled out for praise.

Provision

Gifted and talented children benefit from paced, purposeful classrooms where teaching is personalised, inspirational and fun.

The majority of activities carried out by more able, gifted and talented pupil will be organised by the class teacher. The pupils need access to the broad and balanced curriculum available to all children, but will also require extension and enrichment activities. Extension allows them to experience the curriculum at a faster pace with less time spent on practise and consolidation tasks; enrichment to offer a broader learning experience.

Gifted and talented children need to:

- have a secure environment in which they feel happy to display ability;
- experience intellectual challenge, sometimes having to struggle to succeed;
- take risks and sometimes make mistakes (Einstein said that clever people are those who make their mistakes fastest);
- be able to relax and have fun;
- comply with rules and a code of conduct;
- know that they can ask searching questions and get a considered response (even if it's 'I don't know .. let's see if we can find out');
- receive appropriate praise when they do well;
- be recognised as individuals with strengths and weaknesses;
- be able to discuss things meaningfully with the teacher, other adults, or other able children.

Organisational and in-class approaches

Important strategies include:

- The coherent management of pupil groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of gifted and talented pupils in some groups there will be pupils who have gifts and talents in all groups;

- The provision of opportunities for gifted and talented pupils to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with older pupils occasionally;
- Mentoring and additional provision for pupils of exceptional ability;
- The provision of enrichment/extension activities and tasks to encourage high quality thinking;
- Differentiation within subject areas;
- The development of independent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical;
- Stress process rather than content;
- Satisfy developmental stage rather than chronological age;
- Involve problem solving and decision making;
- Open up opportunities for research and development;
- Questioning- how and why, abstract (see attached doc, Effective provision for gifted and talented children in primary education DCSF 2008 appendix 2 for questioning techniques)

Out of class activities

The following are offered on a regular basis and, although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practise and extend their skills.

- Enrichment days
- Focus Weeks
- Bring an adult to school morning
- Residential experiences
- School clubs
- Musical and sporting activities
- Out of school invitation events

Transition:

EY Foundation to KS1	<ul style="list-style-type: none"> • Continue the focus on play-based learning to maintain children's enthusiasm; • Foundation Stage Profile: note the different scores within the different areas of learning; • KS1 teachers to visit the Reception class and observe more able pupils in their familiar learning environment; • Be aware that children of this age may exhibit dramatic fluctuations of maturity and educational development - they may come on and off the register.
KS1 to KS2	<ul style="list-style-type: none"> • The most able may not be the most mature; they may not be able to function as independent learners and may not thrive in the more formal learning environment of KS2; • KS2 teachers to visit the Year 2 class and observe more able pupils in their

	<p>familiar learning environment;</p> <ul style="list-style-type: none"> • Cross-phase moderation of pupil outcomes.
KS2 to KS3	<ul style="list-style-type: none"> • Send information on G&T pupils to relevant department heads as well as to the general school contact - this should help to ensure that specialist teachers know who their most able pupils are; • Prepare pupils for the fact that they may be in a different achievement context once they arrive at secondary school - use PSHE lessons to discuss any issues they might have to face; • Make sure that the information passed on to secondary schools is not just, quantitative, but also qualitative - attitudes to work, family context information, what motivates or inspires the pupil etc; • Begin liaison work as early as possible - face-to-face visits are best and could be done by teachers, learning mentors or pupils; • Plan for pupils to visit local secondary schools for study support (after-school activities) or longer periods of subject-based learning; mentoring or buddying schemes.

Co-ordination and monitoring

The teacher has responsibility for monitoring provision for the pupils, and outcomes achieved, as part of their class responsibilities. This provision will be monitored by the coordinator.

Important questions for the teacher:

- How can I facilitate the work of the more able, gifted and talented pupils?
- What skills are important to teach the more able learner?
- Have I succeeded in teaching them, and how do I know?
- Do I have high enough expectations?
- Do I encourage learners to take more responsibility for their own learning?
- Do I vary the pace and lesson organisation?
- Do I keep adequate assessment of pupils' achievements?

The gifted and talented co-ordinator has overall responsibility for

- (i) ensuring that the policy is implemented
- (ii) co-ordinating the monitoring of progress
- (iii) ensuring that the professional development programme includes relevant aspects of gifted and talented provision
- (iv) ensuring the schools' involvement within the cluster events designed to provide enrichment activities.

Equal Opportunities

We value equal opportunities for all of our children and believe that all pupils should have access to study a stimulating, engaging, challenging and exciting curriculum. This is regardless of gender, race, cultural background or any physical or sensory disability, and all should be supported to make the greatest progress possible. The learning opportunities enable all pupils to make progress, setting suitable learning challenges and responding to each child's different needs. For gifted and talented children activities, should be well matched, and challenging to the differing needs and backgrounds of pupils with attention paid to the interests and actions of boys and girls.

Health and Safety

Healthy Eating Policy

Gifted and Talented activities must be safe for both pupils and staff. When planning activities, teachers will anticipate likely safety issues and carry out a risk assessment prior to starting the activity. Children are encouraged to consider health and safety issues for themselves and others.

Review and Monitoring of policy

This policy has been developed through discussion with the teaching staff and governing body. It will be updated in line with new initiatives and changes to the curriculum. The Gifted and Talented Co-ordinator will monitor the implementation of this policy.