



Alexander Hosea Primary School

'Roots to grow, wings to fly'

Policy for More Able, Gifted and Talented Pupils

Introduction

Our school will have, at any time, a number of extremely able, talented or gifted pupils some of whom may perform at a level that well exceeds the level of others in their class or that is expected for children in their age group. This may be in one or more areas of learning. Nationally, this would be expected to be between 5 and 10% of each year group. This policy is a statement of the entitlement of children with high ability at this school.

We believe that we can make a difference by enabling these pupils to make the greatest possible progress and attain highly. We believe that the provision is generally most effective when it is made within the classroom through a stimulating, differentiated curriculum within an immersive learning environment which acknowledges children's interests. We also recognise that in some cases, particularly with pupils talented in specific curriculum areas such as physical education, sport and music, which we may need to work with external partners to help meet their needs.

Rationale

This policy is an integral part of the school's commitment to providing a broad, balanced and personalised curriculum which recognises the needs of **all** pupils, including those who are more able, gifted and talented. It states our commitment to providing an environment in which all pupils are enabled to realise their potential through our vision statement:

Roots to grow, wings to fly

and our aspire values:

- Adaptable
- Self-belief
- Perseverance
- Inclusive
- Respect
- Enquiring

Aims

The overarching aim of this policy is to ensure a consistent approach to the identification and support of our very able, gifted or talented children through:

- Excellent teaching and learning which maximises opportunities and develops children's confidence and self-belief
- Creating a positive climate for learning throughout the school which allows children to 'stand on the edge' so they can challenge themselves and take risks with their learning
- Promoting a growth mindset and a belief that anything is possible in time
- Being learning focused
- Raising the aspiration of all pupils

- High expectations by all, of progress and attainment for all pupils
- Opening up learning opportunities which allow children 'to fly'
- Securing pupils' entitlement to a suitably personalised and challenging learning experience that engages with and develops their individual needs, interests and abilities
- Working in partnership with parents/carers to help them promote children's learning and development
- Making use of the wider community to enhance learning opportunities, including through our 'real life' curriculum projects, curriculum enrichment and the provision of a wide range of extra-curricular activities

We value excellence, recognise achievement and celebrate the success and effort of all our children, encouraging strong role models.

Definitions

The Department for Children Schools and Families defines '**Gifted and Talented**' children as those who have one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop these abilities).

Gifted - children with an innate ability, who present a natural, outstanding aptitude or competence for exceptional performance and who are therefore capable of excelling in academic subjects (such as English, Maths, Languages, History or Science)

Talented - children excelling in areas of the curriculum where visio-spatial skills or practical abilities are developed, as well as academic skills (such as PE, drama, music or art and design).

More Able – children who perform well above their chronological age in one or more core subjects in the statutory school curriculum. This also includes children who are leaders or role models and who display outstanding leadership and/or social skills.

The Following areas have been identified as being the main areas of ability and are based on the Howard Gardner seven intelligences. Following DfE guidelines, category A includes gifted pupils and B to E pupils who are talented. We also seek to identify pupils who may fit into these categories in the future (F) and who are not fulfilling their potential.

- Intellectual** (aspects of English, mathematics and science)
- Artistic and Creative** (art, design, music, drama)
- Practical** (design and technology, mechanical ingenuity)
- Physical** (PE, sports, dance)
- Social** (Personal and interpersonal ,leadership qualities, working with adults)
- A pupil who could be recognised as gifted or talented but who is presently not reaching his or her full potential

In addition, a child may be very able in some areas and also appear on the Special Educational Needs and Disability (SEND) register for behavioural, social, physical, sensory or specific learning difficulties.

All the children in the groups above are recognised to be unique individuals, with their own personal strengths and needs, hence the importance of early identification and the personalisation of their learning experiences.

Identification / Inclusion

Our school has a process for identifying pupils who are gifted and talented which is set out as an appendix to this policy (**See appendix 1**), and in which the whole teaching and support staff, parents and pupils participate. Our school is committed to an inclusive policy

of identifying pupils' potential, regardless of their race, religion, background or individual needs and they have equal access to all aspects of the curriculum and school life.

Identification is based on ability, not on achievement. Some children can "underachieve" for a variety of reasons such as: peer pressure; behaviour problems; special educational needs/disability or because they are reluctant learners; all staff need to be aware of this and look for "hidden talents." Both qualitative and quantitative information is used for identification purposes.

The process of identification starts as soon as children enter Alexander Hosea School and is reviewed constantly. Before identifying any child as gifted or talented in any area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fairer.

Gifted and Talented Register

A register of able, gifted and talented children is collated by the gifted and talented leader. Talents and abilities emerge at different times due to developmental issues, and as new opportunities arise, therefore, inclusion on the register is not permanent. If it is perceived that inclusion is no longer beneficial, children may be moved off the register, either temporarily, or permanently. The gifted and talented register is regularly reviewed and updated to reflect this.

Once pupils are included on the gifted and talented register, appropriate learning opportunities to **accelerate** progress and a range of **extension** and **enrichment** activities are provided in order to develop their gift or talent. These might include more open ended linked learning opportunities and additional problem-solving activities to develop more sophisticated thinking and reasoning skills, which show children have mastered and can apply their skills.

There may be times when we consider a more able child has the 'potential' to be gifted or talented and in this case, additional provision may be planned and the child included on the gifted and talented register. Not being on the register does not preclude any pupils from accessing enrichment activities.

Provision

Within School:

All pupils, including more able, gifted and talented, experience appropriate levels of challenge and enrichment through Quality First Teaching, personalised learning in the classroom and in extra-curricular activities. In mapping this provision, teachers will consider the following strategies.

Planning:

- Having high expectations
- Identifying provision for gifted and talented pupils in curriculum related policies and plans
- Using assessment data, including non-core assessments to take account of levels of existing knowledge, skills and understanding to personalise planning
- Planning a differentiated curriculum with a balance of whole class, group and individual teaching
- Restructuring class organisation or pupil grouping
- Differentiation through learning objective, approach, activity, questioning, dialogue, pace, support, outcome, resource, content and/or responsibility
- Providing an appropriate WAGOLL
- Planning a variety of extension and enrichment activities
- Setting differentiated and personalised home learning

Challenge:

- Using problem solving and investigation to develop reasoning and thinking skills
- Using questioning to raise the level of challenge
- Providing open ended tasks that provide higher order thinking skills
- Introducing elements of competition within and outside the peer group
- Competing against self through personal target setting and getting, peer critique, Assessment for Learning
- Providing opportunities for fostering creative and productive thinking

Extending and enriching the curriculum:

- Providing intervention groups and targeted teaching
- Providing an appropriate range of materials and resources
- Providing support from beyond the school (e.g. music tuition/sports coaches, etc.) including visits / workshops from poets, writers, artists, actors, dancers etc. and clubs
- Increasing use of technical and specialist language
- Using additional support, Teaching Assistants, other adults and parents for one to one or group learning to extend child in a specific area (social or academic)
- Signposting and making links with outside agencies (music tuition, sports coaches, etc.)
- Providing clubs at lunchtime or after school, covering academic as well as other activities
- Participating in special competitions
- Providing opportunities for performance
- Providing enrichment sessions during the school day
- Participating in cluster activities with other schools

Provision for Gifted and Talented children will enhance these strategies through:

- Arranging enrichment and extension activities, specific to their gifts and talents
- Providing opportunities for gifted and talented pupils to meet and learn together on specific projects/activities
- Providing pastoral care/mentoring/peer group support to support social and emotional development
- Providing activities organised by outside organisations / providers
- Close liaison with parents, coaches, teachers and teaching assistants
- Celebrating success

Out of school provision

The most effective support the school can provide to parents of gifted and talented children is via open communication of information about progress and strategies adopted. The school will need to make use of, or signpost families to opportunities offered by:

- Subject specialists
- Visiting experts
- Local Authority library service
- Specialist clubs and societies
- National Associations
- The Internet

Continuity and Progression / transition

- Information on gifted and talented pupils is provided on transfer between classes
- Information on gifted and talented pupils is provided on transfer between schools, including primary / secondary transition

Monitoring, Assessment and Evaluation

Pupils' achievements will be monitored and evaluated against set individual targets. This process will include:

- Pupil progress meetings between class teachers and Senior Leadership Team members
- Regular tracking of progress across the curriculum
- Encouraging pupils to assess and review their own performance and that of others through peer critique
- Intervention activities to provide additional challenge and prevent underachievement
- Valuing out of school achievements

Named Leader and Named Governor

- The Gifted and Talented Leader for our school is currently the Headteacher
- Trevor Lee is the named governor who has responsibility to ensure that gifted and talented is always on the agenda for teaching, learning and school management.

Process for Development and Review

- Our commitment to support gifted and talented pupils is reflected in our School Improvement Plan
- This policy and the success of the school's provision will be reviewed annually by the Gifted and Talented Leader / Senior Leadership Team

Conclusion

We value excellence, recognise achievement and celebrate the success and effort of all our children, encouraging strong role models.

The school recognises that some gifted and talented pupils may be keen to specialise early in some activities to the detriment of other experiences or subjects of the curriculum. However, pupils will be encouraged to fulfil their potential in the subjects in which they are gifted or talented without reducing the breadth of their curriculum and personal experience of other activities.

Their specific talents and skills will be nurtured by providing them with either the opportunities to work at high cognitive levels in academic areas or a chance to aspire for creative or physical excellence, whilst still ensuring the holistic needs of the child are met, in order to provide a well- rounded education.

We believe a strong able, gifted and talented programme is vital to support the ethos of Alexander Hosea, as it promotes increased performance across the board, lifting the aspirations of pupils, teachers and support staff.

Equalities Impact Assessment (EIA)

This policy has been screened to ensure that we give 'due consideration' to equality of opportunity and has been agreed and formally approved by the appropriate reviewing and ratification Committee.

Author	Valerie Quest	Date Written	February 2017
Position	Headteacher	Date ratified	2 nd March 2017
Document Status	Final	Review Date	February 2021
Version	2	Reviewing Committee	Teaching and Learning

Appendix 1 - Policy for More Able Gifted and Talented Pupils

Identification of Gifted and Talented pupils

1. Characteristics of Gifted and Talented learners

The following characteristics (taken from the 1998 Ofsted review of research by Joan Freeman) are not necessarily proof of high ability but they alert us to enquire further into an individual'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 his/her own interest areas;
- have an ability to work things out in his/her head very quickly;
- have a good memory that s/he 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 his/her 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; and/or
- not necessarily appear to be well-behaved or well liked by others.

These characteristics help to identify a broad group of pupils from whom gifted and talented pupils may be identified with reference to the information sources and identification methods outlined below.

A talented/gifted pupil may be missed if he/she:

- Is quiet
- Work is untidy
- Is using English as a second language
- Is immature
- Is slow to read/write
- Has a summer birthday
- Has limited out-of-school experiences
- Is untidy or lethargic
- Is over-active or withdrawn
- Does not perform well in tests
- Appears bored or distracted
- Shows little confidence in self

- Has poorly developed social skills
- Is clumsy
- Shows little interest in improving performance
- Avoids work which requires effort or concentration

It is worth remembering that gifted and talented pupils can be:

- Good all-rounders
- High achievers in one area
- Of a high ability but with low motivation
- Of good verbal ability but with low writing skills
- Very able but with a short attention span
- Very able but with poor social skills
- Keen to 'disguise' their skills

2 Identification methods

Gifted and talented pupils are identified by drawing on a wide range of information sources, including both qualitative and quantitative information. These are outlined below:

a) Teacher/staff nomination through observation and assessment

Teachers spend a lot of time with children, assessing their abilities in a range of subjects and skills as part of everyday teaching and learning. Therefore, this is one of the main ways in which children are identified.

b) Checklists

The characteristics above are also used to support a checklist of behaviours that help teachers and other adults in school identify potentially gifted and talented pupils.

c) Testing- achievement, potential and curriculum ability

Test results, e.g. SATs scores enable teachers to identify performance in academic subjects in relation to their peers and national expectations. Teachers may identify where a child has particular skills and knowledge in other curriculum areas such as history or design technology through the school's non-core assessment procedures.

d) Assessment of children's learning

Assessments, including the marking of children's learning enables the school to identify high performance in relation to peers and pupils nationally.

e) Peer nomination

Peers may nominate pupils they believe demonstrate a gift or talent. They are often well placed to identify this in areas that do not fall within the school curriculum or skills that may not be shared readily with adults.

f) Parental information

Parents have a huge amount of information regarding their child's abilities and are encouraged to share this with school where they believe their child may be gifted or talented.

g) Discussions with children/young people / pupil conferencing

When talking to pupils certain gifts or talents may be revealed (or the potential for such gifts or talents). Discussions with pupils occur as part of the school's monitoring and self evaluation procedures.

h) Using community resources

Sometimes, community groups may contact school to identify a particular gift or talent a child is demonstrating outside of school.

4 Next steps

Once a child has been identified as gifted or talented they are added to the register. They are also identified on the school census. Provision for identified pupils is then planned as outlined in the main policy document.