



Carden Primary School

Policy for Gifted & Talented Pupils

Written: June 2014

Updated: May 2016

Rationale

At Carden we are committed to providing high quality education where pupils of all abilities have the opportunity to maximise their potential.

We believe a rich, challenging and stimulating curriculum will benefit all children, some of whom will be more able than others.

The recognition and the meeting of the needs of able pupils will raise expectations, reinforce a culture where success is valued and therefore continue to raise standards throughout the school community.

Aims

- To ensure that more able pupils are provided with an appropriate, challenging, stimulating and enjoyable education based upon high teacher expectations.
- To offer children opportunities to develop their specific skills and talents through provision of opportunities and guidance that is sensitive to their ways of learning and allows potential to be turned into performance.
- To foster a love of learning and the pursuit of excellence.
- To work in partnership with parents
- To provide equality of opportunity for children, enabling them to reach their intellectual, personal, social, creative, physical and emotional potential.

Definition

Our definition of “gifted” and “talented” are those pupils who are achieving, or who have the potential to achieve, at a level significantly beyond the rest of their peer group. DCSF guidance suggests that it is likely to be between 5 and 10% of each cohort. We are agreed that ‘Gifted’ pupils are defined as those who exhibit high academic performance in one or more curriculum subjects such as English, history, mathematics or science.

‘Talented’ pupils are those pupils who exhibit enhanced creative or practical abilities in subjects such as P.E., music, drama or art and design.

We believe that other skills such as leadership, decision making and critical/ creative thinking should also be taken into account when identifying gifted and talented pupils.

Learners may have dual or multiple exceptionality - be very able in some areas, but appear on the Special Educational Needs (SEN) register because of behavioural, social, physical/sensory or specific learning difficulties.

Identification

A range of methods of identification are used and we recognise each one has its limitations. They include:

- Teacher assessment/ nomination
- Observation and work scrutiny
- Data analysis
- Subject indicators
- Expert nomination
- Achievement in extra-curricular activities

At Carden we believe the following characteristics are indicators that a child may be more able, gifted and talented:

- Learns easily
- Very articulate or verbally fluent for their age
- Can manipulate knowledge and skills and work things out mentally very quickly
- Long concentration span
- Responds well to questions
- Approaches tasks methodically
- Higher order thinking skills
- Detailed explanations
- Show unusual, creative and original responses to problem solving activities
- Analytical/ logical
- Flexible/ adaptable
- Intellectual curiosity/ inquisitiveness
- Good memory
- Strong feelings and opinions
- Ability to infer
- Good observation skills
- May show high levels of sensitivity and empathy

An OFSTED review of research indicates that the following additional characteristics may also help to identify a child who is able, gifted and talented:

- A good reader
- Have a wide general knowledge
- Interested in topics which one might associate with an older child
- Have a lively and original imagination/ sense of humour
- Easily bored by what they see as routine tasks

At Carden we recognise that not all able, gifted and talented pupils are obvious achievers. Poor behaviour and/ or underachievement may also be indicators that a pupil is able, gifted and talented. The potential of some able, gifted and talented

pupils may be masked with frustration, low self esteem, lack of challenge and low expectation.

Some additional characteristics of possible under-achievers are:

- Anti-school, apparently bored, restless and inattentive
- Finding inadequacy in others, things and systems to excuse their own behaviour
- Manipulative of their environment to make themselves feel better
- Tendency towards a superior attitude to those around them
- Absorbed in a private world
- Friendly with older pupils
- Self-critical

Provision

At Carden we are working towards tailoring education towards individual need, interest and aptitude to ensure that every learner reaches their full potential. This endorses the viewpoint that a “rising tide lifts all ships”: that strategies which help maximise the achievement of gifted learners do the same for all learners. This approach is lucidly espoused in “Excellence for All: A Gifted and Talented approach to whole-school improvement.” (DFE, 2009) ‘Finding and exploring young children’s fascinations – strengthening the quality of G & T provision in the Early Years’ (DFE 2010).

We aim to provide excellent teaching based on a wide range of strategies and carefully planned learning opportunities which offer additional stretch through a combination of extension, enrichment and pace. The needs of the able, gifted and talented pupils are met through:

- A classroom culture characterised by high motivation and expectations
- A challenging curriculum where tasks are appropriately differentiated and children are extended through appropriate classroom groupings, and withdrawal, with opportunities for extension written into schemes of work and specific provision made explicit in weekly planning
- Effective use of questioning techniques which use higher order questions to challenge and develop thinking skills (analysis), creative thinking, speculation, evaluation, justification, inference, hypothesis, synthesis
- Effective assessment for learning so that planning takes account of prior learning and differentiated learning objectives and outcomes are shared with pupils
- Opportunities for independent learning and use of a range of learning styles such as the TASC wheel
- Enrichment provided through educational visits, visiting experts, subject specific weeks such as Book Week, after school clubs and sign posting to other sources such as the DCSF Gifted and Talented website.

Monitoring and Evaluation

The Able, Gifted and Talented Co-ordinator will monitor the identification process regularly, with children identified as being Able, Gifted or talented being placed on the school register and discussed with the Head Teacher and Assessment co-ordinator at termly Pupil Progress meetings to ensure adequate provision is in place for them. Individual pupil action plans will be completed by class teachers and teacher assessment will be used to monitor pupil progress. All documents are updated termly and inform future planning. Curriculum co-ordinators will also monitor pupils who are able, gifted or talented in their subject areas. The Headteacher, Senior Leadership team, Able, Gifted and Talented Co-ordinator and the governors will monitor the effectiveness of the policy which will be reviewed every three years with staff.

Roles and Responsibilities

The Able, Gifted and Talented Co-ordinator will:

- Compile, update and monitor the Able, Gifted and Talented Register and the provision for the pupils within it
- Provide staff with procedures for effective identification of able, gifted and talented pupils, including underachievers
- Monitor the end of key stage data annually completing an audit of provision including groups such as FSM, minority ethnic groups, children looked after, DME
- Collate work samples in a central folder 'Models of Excellence'
- Liaise with the Head Teacher, curriculum leaders, linked governor and the advisor for Able, Gifted and Talented
- Complete an Action Plan as agreed with the Head Teacher and governors using the Institutional Quality Standards to plan for further improvement
- Provide advice and support for class teachers who have pupils on the Able, Gifted and Talented Register and to subject co-ordinators including use of the Classroom Quality Standards to plan for further improvement and websites such as CHASE (Challenge and Stretch for All) to keep abreast of current research and best practice
- Make links with other schools to extend learning opportunities for Able, Gifted and Talented learners
- Work in partnership with parents/ carers offering information and guidance about how they can support their child's development and seek their views about how provision could be further improved
- Seek pupil views of their learning, carried out with the link governor
- Identify sources of funding which can support the further development of provision (e.g. the Pebble Trust)

Curriculum Co-ordinators will:

- Support the identification of Able, Gifted and Talented pupils including underachievers
- Keep a record of pupils registered as Able, Gifted and Talented and monitor the progress of and provision for the specific curriculum area
- Ensure schemes of work and planning contain appropriately challenging tasks and learning opportunities and higher order questions
- Provide appropriate resources

Class Teachers will:

- Ensure Able, Gifted and Talented pupils are set appropriately challenging tasks and learning opportunities including a challenge area
- Use appropriate differentiation including extension opportunities on weekly planning
- Identify pupils who are Able, Gifted and Talented and record this termly on the school register
- Track progress of Able, Gifted and Talented pupils and discuss with the Head Teacher, Deputy Head Teacher and SENCO/Assistant Head at termly Pupil Progress meetings
- Seek advice and support from the Able, Gifted and Talented co-ordinator/ curriculum co-ordinator when necessary
- Work in partnership with parents/ carers offering information on progress and guidance on supporting their child's development (encourage parents to share high but realistic expectations for their child, build on the experiences provided at school, discuss with their child the value and enjoyment of learning as well as the importance of performing to the best of their ability, encourage their child to participate in enrichment activities, share successes and concerns with the school)

Support Staff will:

- Work with class teachers to ensure effective provision
- Assist in identifying Able, Gifted and Talented pupils

Transfer and Transition

Effective recording and communication systems will ensure that teachers are aware at the start of each year of

- Levels of achievement
- Potential of all learners
- Work already covered

The information shared between each year group, across and within Early Years Foundation Stage, Key Stage 1 and on to Key Stage 2 will include the following details for an individual:

- Teacher assessment records
- Particular strengths and weaknesses
- Displays of resourcefulness and initiative
- Targets for further development

This information will be shared between teachers in the summer term.

Equalities Impact Statement

This policy contributes to promoting equalities by ensuring that all children at Carden have a broad and balanced education. Within subject teaching, children are introduced to ideas, artefacts, visuals and people past and present from a variety of countries, cultures and different traditions. This promotes greater respect and understanding, enables children to celebrate and appreciate diversity and as such actively supports positive relations within our local and wider community. Attainment data within the subject is evaluated at the end of each school year and adaptations are made to the plans where necessary. This ensures that the curriculum meets the needs of every learner and that data is used effectively to ensure the achievement and progress irrespective of gender, race, religion or other specifically defining characteristics.

At Carden all pupils are given full access to the National Curriculum. Staff will endeavour to help all children to reach their potential irrespective of race, gender, age, home background or ability.

Carden Primary School is committed to promoting Disability Equality. When planning and teaching, staff will make reasonable adjustments to promote equality of opportunity between disabled and non-disabled pupils. This could include the use of ICT, different learning resources to provide greater challenge, time for more individual research or specially adapted tools and equipment.

Cross – reference

This policy needs to be read in conjunction with the following policies:

- Teaching and Learning
- SEN
- PSHCE
- Subject Policies

Date of next review: May 2019

Co-ordinators: Cat Lane/Helen Longton-Howorth