

## Policy for Gifted and Talented

### Rationale

All children should have the opportunity to realise their potential in a challenging and supportive environment. Our school will have, at any time, talented or gifted pupils, some of whom may be exceptionally able and this may be in one or more areas of learning.

### Aims

The aim of this document is to ensure a consistent approach to the identification and support of the gifted/talented child through:

- An agreed, shared definition of the terms 'more able', 'gifted', talented'
- Identification of talented or gifted pupils as early as possible
- Meeting pupils' needs with a range of appropriate strategies
- Providing access to a suitably differentiated and challenging curriculum

### Definitions

'Excellence in Cities' (EiC) guidance suggests:

- **Gifted** learners are those who have abilities in one or more subjects in the statutory curriculum other than art and design, music and PE;
- **'Talented'** learners are those who have abilities in art and design, music, PE or performing arts such as drama and dance.

The term 'gifted and talented' is not to be understood as referring to the most able children in the national population. The term should be seen as relative and refers to the top 5 to 10% of any school, regardless of the ability profile of pupils at the school.

Within the school we recognise that gifted and talented pupils can be:

- good all rounders
- high achievers in one area
- of high ability but have poor writing skills

We also recognise that those pupils who are gifted and talented do not always show their ability. Such pupils are gifted and talented even though their abilities may be hidden or remain as potential.

### Identification

- Gifted and talented students are identified by making a judgement based on an analysis of various sources of information including:
- teacher nomination (based on Teacher Assessment, classroom observation, discussions with pupils, work scrutiny)
- Information from previous teacher, parents/carers, classroom assistants

## **Organisational and in-class approaches**

Important strategies include:

- The 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.
- Mentoring and additional provision for pupils of exceptional ability.
- The provision of enrichment/extension activities and tasks.
- Differentiation within subject areas.

## **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 practice and extend their skills.

- School clubs
- Musical and sporting activities

## **Planning for the 'gifted' child:**

- Identifying provision for 'gifted' and 'talented' pupils in subject policies and plans
- Planning a differentiated curriculum with a balance of whole class, group and individual teaching
- Differentiation through pace, task, dialogue, support, outcome, resource, content and/or responsibility
- Planning a variety of extension and enrichment activities

## **Challenging the 'gifted' child:**

- Problem solving and investigation to develop reasoning and thinking skills
- Use and model open-ended questions and tasks
- Introduce elements of competition within and outside peer group
- Competition against self through target setting
- Opportunities for creative and productive thinking

The policy is reviewed on an annual basis in the summer term by the gifted and talented co-ordinator and held electronically in the Shared Area- Teachers – G&T- G&T Lists

## Six Main Strategies to initially identify G&T pupils

1. Teachers' professional assessments based on observation, previous records and transition information if relevant.
2. Checklist of characteristics features.
3. Standardised tests of ability and attainment.
4. Sharing information between teachers.
5. Consultation with parents/carers.
6. Nomination by parents, peers or pupil.

<b>The pupil may appear gifted or talented if he/she:</b>	<b>The gifted and talented pupil may be missed if he/she:</b>
Speaks confidently	Is quiet
Has sophisticated vocabulary in English	Is learning English as an additional language
Is mature in outlooks and attitudes	Is immature in outlook
Reads early	Is slow to read/write
Was born September to December	Has a summer birthday
Has good general knowledge	Has poor physical skills
Has bright sibling/s	Has slow sibling/s
Is attractive and lively	Is scruffy and lethargic
Presents work neatly	Presents work untidily

<b>The Gifted Pupil</b>	<b>The Exceptionally Gifted Pupil</b>
Knows the answers	Asks the questions
Is interested	Is highly curious
Has good ideas	Has wild, silly ideas
Works hard	Plays around yet tests well
Answers the questions	Discusses in detail
Top group	Beyond the top group
Listens with interest	Shows strong feelings/opinions
Learns with ease	Already knows
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memoriser	Good guesser
Enjoys straightforward sequential presentation	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical