

ROTHWELL VICTORIA PRIMARY LEARNING PARTNERSHIP

Gifted and Talented Policy (RJS)

(Status - this policy is currently under review with a view to amalgamate the policy of each setting)

Every Child Matters

Enjoy and
Achieve

Make a
Positive
Contribution



Be Safe

Be Healthy

Achieve
Economic
Wellbeing

Rothwell Victoria Infant School



CARE SHARE
HELP SMILE



Signed

Date

Where the term parent is used in this policy it relates to Parents & Carers.

Introduction - *'Every Lesson Counts'*

Rothwell Junior School seeks to ensure that all its children receive a high quality education, which maximises opportunities for each child to realise his/her true potential and this includes children who are classed as Gifted and Talented.

This document is a statement of the aims, principles and strategies for the teaching and learning of Gifted and Talented children at Rothwell Junior School.

Rationale

At Rothwell Junior School we are committed to providing an environment which encourages all children to maximise their potential and this clearly includes children who display some form of giftedness or talent. All students are individuals with their own special needs and requirements. More able students need to be identified, targeted, supported and challenged. Strategies need to be devised and implemented and children progress needs to be monitored (in much the same way as children with learning difficulties/Special Educational Needs).

Broad subject aims and objectives

This policy is intended to support the following aims:

- The raising of aspiration for all children.
- High expectations of achievement for all children.
- Greater enterprise, self-reliance and independence for all children.
- To implement procedures and strategies that will address the needs of an identified cohort of more able children.
- To provide opportunities for more able students to work at high cognitive levels and/or to develop specific skills or talents.

Definitions

An able student is one who achieves, or has the ability to achieve at a level significantly in advance of the peer group. This may be in all areas of the curriculum or in a limited range (Eyre, 1999).

A gifted pupil is one who is in the top 5-10% of the pupil population of the school or class group (DFE definition) who 'has the capacity for or demonstrates high levels of performance in an academic area'.

A talented pupil is one who is in the top 5-10% of the pupil population at the school or class group with a specific ability in a non-academic area:

- **Physical Talent** sports, games, skilled, dexterity.
- **Visual/Performing Abilities** dance, movement, drama.

- **Mechanical Ingenuity** construction, object assembly (and disassembly) systematic, working solutions
- **Outstanding Leadership** organiser, outstanding team member, sound judgements.
- **Social Awareness** sensitivity, empathy, carer.
- **Creativity** artistic, musical, linguistic.

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

Identification

A gifted or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- Teacher nomination - based on classroom observations, discussions with pupil, work scrutiny.
- Assessment results - end of key stage levels, Salford and Vernon reading and spelling scores, optional SAT's, end of unit assessments etc.
- Parental nomination - information from parents may be offered and used.
- Peer nomination - teacher may be aware via other students, questionnaires.
- Self-nomination - questionnaires, enhancement and enrichment in class and beyond.

Provision

Provision for gifted and talented children should include enrichment, extension and acceleration.

Enrichment

Enrichment relates to the breadth of study and experience. It involves offering learners a wide variety of opportunities, both within and outside the curriculum, and exposing them to experiences not usually encountered as part of the standard curriculum.

This may include access to specialist groups for example more able maths groups led by specialist maths teacher, encouragement to enter national competitions, attendance at Master Classes etc.

Extension

Extension involves children following the standard curriculum but developing a deeper understanding through encountering more complex resources and materials, tackling

more challenging questions and tasks, demonstrating higher levels of thinking, and presenting increasingly sophisticated responses.

This may include the use of websites such as Nrich or access to a 'challenge box' or similar in the classroom.

Acceleration

Acceleration involves fast tracking more able children in some subjects through the curriculum and through specialised study support. This will:

- Increase their pace of learning.
- Add challenge.
- Increase their motivation.
- Raise the expectations of children, teachers and parents.
- Can add flexibility to the curriculum, creating space for new deeper or enhanced learning.

Organisational and in-class approaches include:

- The coherent management of children groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of gifted and talented children in some groups there will be children who have gifts and talents in all groups.
- The provision of opportunities for gifted and talented children to work with children of similar ability. This will mean that it is appropriate for children to work with older children occasionally.
- The planning of higher order questions e.g. What's the same/what's different? Do you agree/disagree and why? The answer is - what's the question? etc.
- Mentoring and additional provision for children of exceptional ability.
- The provision of enrichment/extension activities and tasks.
- Differentiation within subject areas.
- To be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievement.
- The development of independent learning by allowing children to organise their own work, to carry out tasks unaided, evaluate their own work and become self-critical.
- Enrichment days.
- School clubs e.g. Chess Club to promote thinking skills and P4C.
- Musical and sporting events and activities.

Curriculum Organisation and Planning

Opportunities for extension and enrichment will be built into medium term/ short term planning.

Teaching and Learning Styles

The Staff at Rothwell Junior School recognise and value childrens' abilities. We are aware that:

- All children have a preferred learning style.
- Unnecessary repetition of work is de-motivating and de-motivated children will not always demonstrate potential.
- There is sometimes peer pressure to under achieve.
- Gifted children are not always easier to reach than other children.

It is worth remembering that gifted children can be:

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

Differentiation

The pace and differentiation and challenge within lessons by task and by level are critical to enrichment. These challenge and use a variety of teaching and learning styles in order to increase motivation, inspiration and enthusiasm. In addition:

- Teachers have high expectations.
- Tasks are designed to take account of levels of existing knowledge, skills and understanding.
- There are planned extension opportunities or open-ended tasks.
- There is access to higher tier assessment papers.
- Small group work.
- Grouping by ability.
- Differentiated/open ended homework.

Assessment, Recording and Reporting

Children will be assessed on entry to Year 3 using QCA SAT's papers and Optional SAT's papers will be used as appropriate to measure attainment. Progress data will be shared with parents on the annual school report. The achievement of all children is tracked using value added data and end of key stage projected targets.

Formative and summative assessment within subject areas will serve as a basis for evaluating level of achievement and serve as a basis for planning future work. Feedback involving discussion and evaluation will be beneficial in encouraging appraisal of progress.

Monitoring and Evaluation

The monitoring of Gifted and Talented children will be regularly carried out by the Coordinator. This will include:

- Monitoring the identification of children.
- Monitoring the provision and progress of the gifted and talented throughout the school.
- Discussions with children.
- Identifying future staff training and resource requirements.

Using ICT

Developing skills in the use of Information and Communications Technology (ICT) can make an important contribution to the child's sense of self as an independent learner. ICT has three main areas of use:

- The organisation and presentation of information - e.g. word processing, spread-sheets, databases, PowerPoint's etc.
- Programmes which facilitate processing information - e.g. learning packages.
- Access to information - e.g. CD ROM's Internet websites etc.

Roles and Responsibilities

Role of Class Teacher

- Differentiate specifically for Gifted and Talented children in lesson planning and homework.
- Show awareness of characteristics of Gifted and Talented children to aid identification within different subject areas.
- To know which children in the class have been identified as Gifted and Talented.
- To provide a range of teaching and learning strategies which encourage critical thinking, open ended tasks, problem solving.
- Exploit ICT to extend Gifted and Talented learners.

Role of Year Leader

- Raise awareness of best practice inside and outside of school.
- Ensure opportunities for extension and enrichment are included within Schemes of Work.

Role of Gifted and Talented Coordinator

- Attend courses and network groups in order to share best practice.
- Liaise with feeder schools - re transition.
- Encourage and promote CPD linked with Gifted and Talented to raise awareness and skills of all staff.
- Monitor and Review policy regularly.

- Ensure identification and provision is appropriate.
- Liaise with SENCO and other professionals as appropriate to devise IEP's for Gifted and Talented children.

Role of Governors

- Monitor how the school meets the needs of the Gifted and Talented learners
- Support the school in the management and monitoring of the policy and contribute to the review.

Policy to be reviewed regularly.