

CAWOOD CHURCH OF ENGLAND VOLUNTARY AIDED PRIMARY SCHOOL

GIFTED AND TALENTED POLICY

Rationale

We aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our learning and teaching in such a way that we enable each child to reach for the highest level of personal achievement. This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified as 'gifted' and 'talented' according to national guidelines.

Aims

- We aim to provide an extended curriculum for gifted children, including objectives appropriate for the ability of the children
- We also aim to provide further work on literacy and numeracy including speaking and listening skills and using and applying in mathematics
- We aim to provide opportunities for extended and independent work outside the daily literacy and numeracy sessions
- We also aim to make appropriate links with other subjects for the gifted and talented learner

1. Definitions

There are many definitions of gifted and talented. This policy builds on the work of Excellence in Cities (EiC), which identifies:

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

2. Identification

We believe that gifted and talented children may show several of the following characteristics:

- think quickly and accurately;
- work systematically;
- generate creative working solutions;
- work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations;
- communicate their thoughts and ideas well;
- be determined, diligent and interested in uncovering patterns;
- achieve, or show potential, in a wide range of contexts;
- be particularly creative;
- show great sensitivity or empathy;
- demonstrate particular physical dexterity or skill;
- make sound judgements;
- be outstanding leaders or team members;
- be fascinated by, or passionate about, a particular subject or aspect of the curriculum;

- demonstrate high levels of attainment across a range of subjects or within a particular subject, or aspects of work.

Teachers may identify gifted and talented children by:

- how they approach routine work in class and activities outside the classroom;
- observing them systematically in a range of learning contexts, to identify those who demonstrate social or leadership skills, an aptitude for problem solving or acute listening skills;
- their responses to their work and talking with them about what they like, dislike, and what enables them to learn best;
- inviting them to reflect on and talk about their own strengths, interests and aspirations, perhaps in the context of personal target-setting;
- their initiative in tackling tasks or adapting conditions to suit circumstances;
- the progress they make and judging whether they achieve beyond the level of attainment expected for their age;
- their performance in national curriculum and other standardised tests and by regular formal and informal assessment (this is likely to be one NC level/two school years in advance of their peers).

Teachers may also find it helpful to talk to:

- parents, carers and peers;
- other adults who see young people in a range of contexts and know about their circumstances.

A register will be held identifying those children who exhibit gifts or talents in a particular area. It will include more able children (those of above average ability compared with their peer group) and those very able children (exhibiting gifts and talents). Subject leaders will have access to the list so that the provision for these children can be monitored.

3. Provision

The needs of the gifted and talented will be met through careful planning and assessment, a carefully matched and differentiated curriculum with provision both within class and beyond lessons, skilful use of questioning and a consideration of the learning environment. To provide for the gifted and talented teachers and support staff will consider the following:

a) Developing an effective learning environment

Like all learners, the gifted and talented need frequent opportunities to apply their skills and understanding, and to develop their knowledge, within a secure and flexible learning environment. Teachers should aim to ensure that the learning culture will:

- value learners' own interests and learning styles;
- encourage independence and autonomy, and support learners in using their initiative;
- encourage learners to be open to ideas and initiatives presented by others;
- encourage connections across subjects or aspects of the learning programme;
- link learning to wider applications;
- encourage the use of a variety of resources, ideas, methods and tasks;

- involve learners in working in a range of settings and contexts -- as individuals, in pairs, in groups, cross Key Stage and where practical, cross-institution within our local network of schools;
- encourage learners to reflect on the process of their own learning and to understand the factors that help them to make progress.

b) The appropriateness of the curriculum

The curriculum will be planned with the following five key dimensions in mind which will affect the level of challenge:

1. Breadth: varying the breadth of the objectives covered (clustering objectives, applying objectives in different contexts)
2. Depth: making an objective more demanding, giving it greater complexity or abstraction
3. Acceleration: using objectives from those outlined for later years
4. Independence: children setting their own tasks, working with minimal support and extending ideas on their own
5. Reflection: making understanding explicit, evaluating what has been achieved

Use will be made by staff of the exemplary materials in the handbook entitled, "Working with gifted and talented children" (QCA, 2001)

c) The importance of questioning

Teachers will need to be mindful of:

- Asking open-ended questions to which there are no right answers
- Encouraging learners to consider the nature of a question and its possible answers
- Encouraging learners to ask questions of themselves, each other and other adults in the classroom

Use will be made by staff of the video "Working with gifted and talented children" (QCA, 2001) which gives examples of questioning techniques.

d) The role of assessment -- formative and summative

Gifted and talented learners benefit from a mixture of teacher and peer assessment. Peer assessment has played an important part in many formative assessment initiatives as:

- articulating and analysing learned outcomes strengthens the understanding of both individuals and groups;
- identifying criteria in the work of others helps to enhance learners' understanding of the learning process and the subject.

e) Activities beyond the classroom

As with all learners, gifted and talented children will benefit from opportunities to learn outside the classroom either during organised visits or as part of extra curricular activities. We are proud of the range of extra curricular opportunities that the school offers.

f) Collaboration with outside agencies

The school will try to ensure that gifted and talented learners are given opportunities to attend:

- Neighbourhood workshops through sports and arts partnerships;
- LA arranged summer schools;
- High schools.

4. Organisational issues

Planning

Staff plan for the more able and the gifted and talented and this differentiated planning will be apparent on their weekly planning documents for Literacy, Numeracy and other subjects.

Roles and responsibilities

The Headteacher, as the gifted and talented co-ordinator, will:

- show commitment to, and support for, gifted and talented learners;
- provide a clear framework for subject policies or guidelines.

The coordinator for gifted and talented children will be responsible for:

- ensuring that the more able and very able register is up to date;
- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by more able and very able children across all curriculum areas;
- regularly reviewing the teaching arrangements for more able and very able children;
- monitoring the progress of more able and very able children;
- supporting staff in the identification of more able and very able children;
- providing advice and support to staff on teaching and learning strategies for more able and very able children;
- monitoring this policy on a regular basis and give feedback to the Governing Body;

Subject leaders will be responsible for:

- collecting samples of work from more able and very able children, in order to demonstrate the standards that they are achieving. We use these examples to inform the process of identification of more able and very able children.

The class teacher will:

- liaise with colleagues within school regarding gifted and talented children;
- liaise with parents on issues related to more able and very able children;
- disseminate information within school on transfer to another class and on transfer to another school;
- review the schemes of work to ensure that the needs of gifted and talented learners are met through classroom management;
- work alongside support staff to meet the needs of gifted and talented learners;
- conduct procedures for monitoring and evaluating the identification of, and provision for, the gifted and talented, including feedback from children themselves.

5. Transfer and transition

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

- the levels of achievement and potential of all the learners they are going to teach;
- work already covered;
- work that needs to be planned for.

Good communication between teachers of different phases, and from year to year within school, is essential if suitable provision is to be made for gifted and talented learners. The information shared at point of transfer within and between schools will include details of an individual's:

- preferred learning styles;
- particular strengths and weaknesses;
- displays of resourcefulness and initiative;
- work covered;
- targets for further development.

6. Resources

Staff will consider the use of resources such as:

- a) Staff and human resources - use of support staff to support gifted and talented children;
- b) Resources in school which broaden or deepen learning experiences and resources on the internet to support gifted and talented children;
- c) Opportunities for additional and extra curricular activities to support and enrich learning.

7. Monitoring and evaluation

Gifted and talented children will be monitored as follows:

- the more able and very able register will be kept up to date;
- teachers' planning will be monitored to ensure that suitable tasks and activities are being undertaken by more able and very able children across all curriculum areas;
- the teaching arrangements for more able and very able children will be reviewed regularly;
- the progress of more able and very able children will be monitored through termly discussions with teachers;
- staff will be supported in the identification of more able and very able children and in their evaluations of progress;
- gifted and talented children will be tracked alongside other minority groups in school through the school pupil tracking system.

This policy was drawn up using the DFES website as guidance.