

The Spire Federation



GIFTED AND TALENTED POLICY

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1 Introduction

In our Federation we aim to provide a curriculum which is appropriate to the needs, skills and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement, intellectually, emotionally and socially. We are committed to working for quality and equality of opportunity. The aims, values and vision statements of our Federation recognise the individuality of all our children. Our aims make specific reference to teaching and learning that takes account of the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. We respect the right of all children in our Federation, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults. This policy helps to ensure that we recognise and support the needs of those children in our Federation who have been identified as ‘gifted’ and ‘talented’ according to national guidelines.

2 Aims and Objectives

Through this policy we aim to:

- Ensure that we recognise and support the needs of our children
- Enable children to develop to their full potential
- Offer children opportunities to generate their own learning
- Ensure we challenge and extend the children through the work we set them
- Encourage children to think and work independently

3 Definition

There are many definitions of ‘gifted and ‘talented’. ‘Excellence in Cities’ (EiC) guidance suggests:

- ‘Gifted’ learners are those who abilities in one or more subjects in the ability 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 dance and drama.
- In our Federation, we use the terms ‘very able’ and ‘more able’ for children who, at a national level, are referred to as ‘gifted’.

Within the Federation, we recognise that more able, 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 more able, gifted and talented do not always show their ability. Such pupils are more able, gifted and talented even though their abilities may be hidden or remain as potential.

4 Identification of More Able and Very Able Children

We use a range of strategies to identify more able and very able children and this process begins when a child joins our Federation. Discussion with parents and carers, together with any pre-school records, help us to build up a picture of children's achievements and interests.

The foundation profile is used to give information about developing skills and aptitudes across several areas of learning. We discuss each child's profile with parents and carers during the first term and use this information when planning for individual needs as children progress through the Federation, we assess regularly to ensure they are making the sort of progress we expect in their personal targets. We identify them as more able and very able when they achieve high levels of attainment across the curriculum or in particular aspects of subjects. The Barry Hymer checklists (Appendix 1 and 2) are available to teacher to use as a guide to whether a child is more able or very able.

Children undertake national tests in Year 2 and Year 6 and teacher assessment takes place in Years R, 1, 3, 4 and 5 in all subject areas. We compare the information from these testing and assessment with a range of national and LEA data in order to ensure that each child is making appropriate progress.

Teachers discuss progress with children and with parents and carers at parent consultation evenings and write a written report annually towards the end of each academic year. The register of more able, gifted and talented pupils is reviewed annually in staff meetings.

5 Aptitudes in English and Mathematics

Very able children in English are identified when they:

- Demonstrate high levels of fluency and originality in their conversation
- Use research skills effectively to synthesis information
- Enjoy reading and respond to a range of texts at an advanced level
- Use a wide vocabulary and enjoy working with words
- See issues from a range of perspectives
- Possess a creative and productive mind and use advanced skills when engaged in discussion
- Are enthusiastic about their writing and enjoy discussing it
- Use and enjoy using the metalanguage of writing (words like 'paragraph' 'image' etc)
- Apply their reading experiences readily to their writing
- Manipulate and control the audiences and the purposes of their writing to good effect;
- Control different aspects of their writing at the same time (eg orchestrate the organisation and layout of a text, its punctuation and its spelling);
- Show a love of language and an adventurousness with vocabulary and phrasing;
- Show an awareness of literary conventions but also but also be confident enough to experiment, take risks and 'break the rules' to good purpose;
- Make appropriate and unusual choices of texts forms, types, styles and approaches

- Are capable of maintaining a sense of audience, purpose and organisation whilst writing at length;
- Are self-critical and able to improve their writing, with the capability to revise and proof-read texts;
- Are self-aware as writers, ie know their own preferences, strengths and weaknesses.

Very able children in mathematics are identified when they:

- ❑ Explore a range of strategies for solving a problem;
- ❑ Are naturally curious when working with numbers and investigating problems;
- ❑ See solutions quickly without needing to try a range of options;
- ❑ Look beyond the question in order to hypothesise and explain;
- ❑ Work flexibly and establish their own strategies;
- ❑ Enjoy manipulating numbers in a variety of ways.
- ❑

6 Teaching and Learning Style

Teachers in our Federation plan carefully to meet the needs of all our children. We give all children the opportunity to show what they know, understand and can do and we achieve this in a variety of ways when planning for children's learning.

- ❖ A common activity which allows children to respond at their own level;
- ❖ An enrichment activity which broadens a child's learning in a particular skill or knowledge area;
- ❖ An individual activity within a common theme which reflects a greater depth of understanding and higher level of achievement;
- ❖ The opportunity for children to progress through their work at their own rate of learning (acceleration);
- ❖ The opportunity for pupils to organize their own learning, to carry out tasks unaided, evaluate their work and become self-critical.

Children meet a variety of organisational strategies as they move through the Federation. Each strategy supports all children in their learning but gives due regard to the more able and very able learner.

Children are taught in ability groups within the class. Most groups contain children from each age group. Teachers regularly review the progress of children and children move between the groups as appropriate. This enables teachers to plan work which reflects the narrow band of ability within each group.

We offer a range of extra-curricular activities for our pupils. These activities offer all children the opportunity to further extend their learning through Federation clubs, musical and sporting activities.

Home is encouraged to share responsibility to supporting the learning of reading and spelling in all year groups. Learning in KS2 is also enriched through regular homework activities linked to the work being undertaken in class. This offers teachers a further opportunity to set work at the level individual children.

Children also have the opportunity to experience a range of educational visits to further enrich and develop learning.

7 Management Strategies

The Head teacher, SENCO and Teachers share responsibility for gifted and talented children within Federation.

SENCO:

- Ensures the gifted and talented registers are regularly updated
- Supports staff in the identification of more able and very able children

HEADTEACHER:

- ❖ Monitors teachers' planning to ensure suitable tasks and activities are being undertaken by more and very able children across the curriculum;
- ❖ Regularly reviews teaching arrangements for more and very able children; Liaises with parents, governors and LEA officers on issues related to more and very able children;
- ❖ Provides training, advice and support to staff on teaching and learning strategies for more able and very able children.

8 Staff Development

INSET training needs related to Gifted and Talented pupils will be identified by staff and incorporated into the Federation Improvement Plan.

This policy was agreed and approved by the Full Governing Body in line with their timetable of review.

Date:

Signed:

Appendix 1

Bright - or Gifted? (More able - or very able?)

Knows the answers	Asks the questions
Is attentive	Is involved
Has good ideas	Has wild, silly ideas
Works hard	Plays around
Answers the questions	Elaborates, challenges
Learns with ease	Knows
Completes projects	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Technician	Inventor
Enjoys Federation	Enjoys learning

Gifted and Talented Policy

Appendix 2

Rapid checklist for identifying more able pupils (Hymer 1998)

Rapidly – without thinking too much – write in the name(s) of the pupils in your class who spring to mind as you consider the descriptions below. It is not essential that every description has a name attached to it.

Description	Name(s)
Asks challenging questions	
Provocative	
Uses language confidently and creatively	
Wide general knowledge and contributes wealth of ideas and information	
Speculates, suggests and predicts	
Artistic talent – sensitivity to colour, line shape and form	
Spatial awareness	
Intense curiosity	
Logical, scientific approach to tasks	
Sees relationships	
Inventive, enjoys experimentation	
Stream of ‘why’ and ‘how’ questions	
Wide vocabulary	
Feeling for words	
Absorbed in books	
Shows empathy with others	

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Highly sensitive	
Fiercely self-critical	
Fascination with numbers and maths	
Bored by repetition	
Instinctive learner – dislikes rote or memory tasks	
Outstanding athletic skills	
Excellent sense of rhythm	
Imaginative tune-making	
Creative, original thinker	
Self-directed	
Sharp sense of humour	