

Willand School

Gifted and Talented Policy

A. Introduction

This policy outlines the school's practice and procedures relating to the support of gifted and talented pupils. The policy outlines the way that the school:

- identifies what "gifted and talented" means
- identifies the procedures used to support these pupils
- provides coherent support to staff so that they can meet the pupils' needs
- maintains a register

B. Strategy for implementation

• Identification

The school recognises in line with DfES guidelines that "gifted and talented pupils are those pupils who achieve, or have the ability to achieve, at a level significantly in advance of the average for their year group". The school normally expects to identify between 5 and 10% of each year group as gifted or talented although this will vary from year to year.

We have identified the following areas as being the main areas of ability. Following DfES guidance category A includes gifted pupils and B to E pupils who are talented. We also seek to identify pupils who could fit into these categories in the future (F) and who are not fulfilling their potential.

1. intellectual (aspects of English, mathematics, science)
2. artistic and creative (art and design, music, drama)
3. practical (design and technology, mechanical ingenuity)
4. physical (PE, sports, dance)
5. social (personal and interpersonal, leadership qualities, working with adults)
6. a pupil who could be recognised as gifted or talented but who is presently not reaching his or her full potential

(These categories are based on the Howard Gardner seven intelligences)

• Identification strategies

Staff, pupils, parents and carers will all be involved with the identification.

The strategies used will include:

1. identification by staff using professional judgements, class-work and test and assessment results
2. information from parents or carers
3. identification by a previous teacher, previous school, external agency or organisation
4. discussions with pupils

• The school register

Pupils who have been identified by a teacher as being gifted and talented are entered onto the school register. A copy of the register is made available to all staff. The area of ability is recorded using one of

the categories A-E with further reference made to which aspect they have a gifted or talent in (i.e. A - Sc). Parents are informed at parents evening if their child is gifted and talented. The register is reviewed twice a year at a Key Stage meeting of the staff concerned and the progress of each pupil towards their individual targets will be evaluated. If a pupil is not reaching their full potential this will be discussed at the Progress Meetings and new arrangements put in place.

- **Teaching and learning**

We recognise that it is important for gifted and talented pupils to work at an appropriate pace and in a variety of settings. Some of our able pupils grasp concepts quickly and are ready to move to the next or more demanding work; at times they may also require more time than others to complete work to their own satisfaction. Not all of our able pupils will be good at all subjects and this may mean that some gifted and talented pupils will work in different ability groups for different subjects.

As appropriate the teachers provide differentiated activities and a range of support and resources for gifted and talented pupils. This may include extension activities that are more demanding of their abilities or enrichment activities that provide new and different ways of working.

C. Curriculum and organisation.

- **The curriculum**

The school curriculum is planned to encourage the maximum progress for all pupils including gifted and talented pupils. Curriculum policies refer to the needs of pupils of different abilities and describe the different expectations of pupils as outlined in the QCA Schemes of Work. Due regard is given to the equal opportunities policy to ensure that gifted and talented pupils are provided with a full and balanced school and curriculum experience. We believe that all pupils should have an inclusive experience of the school formal curriculum and any other personal, social and enrichment opportunities.

- **Organisation**

We believe in the education of the whole pupil focussing on both their academic and social development (intellectual and emotional intelligence). Where possible all gifted and talented pupils are taught in groups, which are appropriate for the age and ability in the normal class for their chronological age. In those cases where a pupil has abilities that are well beyond those of their peer group then consideration will be given to moving the pupil to a different year group for part or all of the school day. This will be done after careful discussion with the teachers concerned, the parents (or carers) and the pupil. Where such acceleration takes place due consideration is given to the child's social development. Any pupil working in a different class setting will be carefully monitored. The parents will be involved in this process and it may also include the involvement of teachers from other feeder or secondary schools.

- **Continuity and progression**

Gifted and talented pupils often make very rapid progress in some subjects, parts of a subject or many subjects. We aim to make sure that the pupils make maximum progress through careful differentiated planning and diligent record keeping. Records and lesson planning are shared between teachers, across a department or year group and follow the pupil to the next class or year. Where classes have a mix of pupils with different ages able pupils are placed in the most appropriate group for their ability rather than age.

- **Inclusion**

Classroom support is provided to ensure that all pupils have appropriate opportunities to develop their own ideas and work whatever their ability, beliefs or background. Gifted and talented pupils have equal

access to all aspects of the curriculum and school life and will be encouraged to take a full part. The school recognises that some gifted pupils may be keen to specialise early in some activities, such as in academic work, to the detriment of other experiences or subjects of the curriculum such as group performance, sporting activities or even going out at break-time to get exercise and fresh air. We will encourage pupils to fulfil their potential in those subjects in which they are gifted or talented without reducing the breadth of their curriculum and personal experience.

D. Extension or extra-curricular opportunities

We aim to create a culture in which all pupils are encouraged to reach high standards and in which it is acceptable to work hard and be successful. To support the school organises extension activities for some gifted and talented pupils and invites pupils to attend local Gifted and Talented Enrichment Courses where appropriate. All pupils, including the gifted and talented, are encouraged to use local centres of interest such as museums, galleries, Saturday morning workshops and clubs, sports groups or scouts and guides.

- **Homework**

Homework is matched to the ability of the pupil and is set according to the school homework policy. Particular care is given to matching work to the high level of gifted and talented pupil's ability. This is particularly the case in mathematics where there is a clear need for carefully differentiated work.

- **The role of parents and carers**

Parents and carers involvement is encouraged in the child's learning and the school aims to work in full partnership. The pupils are encouraged to share their work and ideas with their parents during open evenings, visits to the school and at home. Parents are invited to support their child during the time they are doing set homework and they are encouraged to provide space for them to work and, if possible, additional resources such as reference material.

- **Personal and Social Education**

Classwork and work outside the classroom includes a number of opportunities for pupils to work in small and large groups, which will help develop their personal and social skills. We recognise that the way that pupils work in teams, support each other when discussing ideas or collecting resources and materials all support their social, personal and emotional development. Some gifted and talented pupils find working in teams easy, others show excellent social and leadership skills but others find "team work" more difficult. The school aims to develop all the abilities of pupils, including their social and personal, especially if these are not strengths. We aim to create a climate in which children are taught to relate well to each other and where differences of all kinds, including ability, are accepted.

E. Staff development and training opportunities

The school undertakes regular monitoring of teaching. The information gained is used to identify training needs. These identified needs are used to plan training sessions and inputs by specialists. The school makes full use of local staff training and whenever possible the co-ordinator and other staff attend national and local courses and conferences.

F. Leadership and management roles.

The co-ordinator for gifted and talented pupils is responsible for monitoring the school's provision for pupils. The headteacher is responsible overall for the implementation of the Gifted and Talented policy. A named governor takes specific interest in the school's arrangements for gifted and talented pupils and works, with the co-ordinator, on review and development.

G. How attainment and progress will be monitored, evaluated and assessed.

The assessment of pupils is based on the National Curriculum Level Statements in specific subjects and a range of standard tests. Most work is planned so that there are three levels of expectation, one for the majority of the class, one for more able and one for less able pupils. The headteacher and governor with curriculum oversight will monitor the implementation and effectiveness of the Gifted and Talented Policy. Issues raised during the monitoring process will be reported to the governing body and addressed in the school improvement plan.

H. Useful publications in the staff library.

Educating the Very Able, Current Education Research, OFSTED, 1998.
The Stationery Office, PO Box 276, London SW8 5DT. ISBN 0 11 350100 5.

Effective Provision for Able and Talented Children, Barry Teare, 1997, The School Effectiveness Series.
Network Education Press, ISBN 1 85539 041 8.

Effective Resources for Able and Talented Children, Barry Teare, 1999, Network Education Press, ISBN 1 85539 050 7.

Accelerated Learning in the classroom. Alistair Smith, 1996, Network Educational Press Ltd, ISBN 1 85539 034 5.

Teaching More Able Pupils. Deborah Eyre, 1998, National Association for Able and Talented Children (NACE). ISBN 1 901099 05 9.

Handbook for Inspecting Secondary Schools, 2003, OFSTED, The Stationery Office.

Handbook for Inspecting Primary and Nursery Schools, 2003, OFSTED, The Stationery Office.

Aquila Magazine. P.O. Box 2518, Eastbourne, East Sussex, BN21 2BB.