

Holly Trees Primary School

Policy for Gifted and Talented Children

December 2010
Reviewed three yearly

Introduction

We aim to provide a curriculum that is appropriate to the needs 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. This policy helps to ensure that we recognise and support the needs of those children within our school who have been identified as 'gifted' and 'talented'.

In these guidelines the term '**gifted**' refers to a child with abilities in one or more subjects in the statutory curriculum other than art, music, P.E., sport or creative art. Those children who are gifted often have very well developed learning skills. The term '**talented**' refers to a child *who excels in one or more specific fields*, such as sport or music, but who does not perform at a high level across all areas of learning.

Gifted and talented pupils will comprise up to 10% of pupils in this school.

We respect the right of all children in our school, irrespective of differences in ability, to access all areas of learning, and to develop and extend the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The vision statement of our school values the individuality of all our children. The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our gifted and talented children.

Aims and objectives

Through this policy we aim to:

- ensure that we recognise and support the needs of our children;
- enable children to achieve the highest of standards;
- offer children opportunities to generate their own learning;
- ensure that we challenge and extend the children through the work that we set them;
- encourage children to think and work both independently and interdependently;
- celebrate the achievements of every individual.

Identification of gifted and talented children

We use a range of strategies to identify gifted and talented children (see Appendix I). The identification process is ongoing and begins when the child joins our school. Each child's pre-school record gives details of their achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.

Once identified, the children are placed on register and their progress monitored through regular checks. Where children do not make expected progress, the classteacher, in the first instance, will talk to the child and, if necessary, speak to the parent in order to identify and address any particular problems.

Criteria for Identification

Gifted and talented children are identified when they:

- demonstrate high levels of fluency and originality in their conversation;
- communicate effectively and have good interpersonal skills;
- use research skills effectively to synthesise information;
- enjoy reading and respond to a range of texts at an advanced level;
- see issues from a range of perspectives;
- possess a creative and productive mind and use advanced skills when engaged in discussion.
- explore a range of strategies for solving a problem;
- are naturally curious and are able to undertake investigational activities;
- 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;
- show a particular flair, aptitude or originality in any area.

Provision

We recognise the multifacet range of intelligence:

1. linguistic
2. visual-spatial
3. musical
4. logical-mathematical
5. bodily-kinaesthetic
6. intrapersonal
7. interpersonal
8. naturalistic

We provide a wide diversity of activities as a means of ensuring inclusion of all types of high ability, some of which may not be overtly academic. These activities are designed to promote opportunities to increase breadth, depth, independence, reflection and not just acceleration. We do this in a number of ways –

In Class:

- incorporate higher level thinking skills through appropriate questioning and activity in order to challenge our more able;
- providing opportunities for children to work independently and interdependently on extended tasks requiring tasks requiring research skills etc.
- providing opportunities for appropriately challenging problem solving activities.

Out of Class Activities:

We offer a range of extra-curricular activities for our children. These activities offer gifted and talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting clubs. Musical talent is provided for by a number of peripatetic music teachers who teach their pupils in school time.

Children with particular talent or ability are encouraged to join specialist clubs or undertake coaching by accredited teachers. This is facilitated through liaison with local specialist providers.

Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children.

All children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

Visits of able Year 5 and 6 children to local secondary school for specialist science event.

Management strategies

The Assessments and Standards Team and the Curriculum Team co-ordinate the provision and practice within the school for gifted and talented children.

- Set up and maintain register;
- monitor progress of those on register;
- liaise with class teacher to support provision for Gifted and Talented children;
- identify resources suitable for these pupils and generally support staff in provision for highly able pupils;
- develop a resource base as funds allow;
- keep themselves up to date with developments in this field;
- monitoring the progress of gifted and talented children through termly discussions with teachers;
- supporting staff in the identification of gifted and talented children;
- providing advice and support to staff on teaching and learning strategies for gifted and talented children;
- liaising with parents, governors and LA officers on issues related to gifted and talented children, including those cases where a child may need more specialist provision.

APPENDIX I

Identification of Able Children

We use the following to identify able children in school:

- Teacher observation and nomination
- Teacher assessments
- SATs results
- Results of other tests done in the school
- Samples of outstanding work
- Notes of outstanding insights, skills etc.
- Notes of outstanding talents, qualities etc.

The Essex Checklist

- Possesses extensive general knowledge
- Has quick mastery and recall of information
- Has exceptional curiosity
- Shows good insight into cause–effect relationships
- Asks provocative and / or searching questions
- Easily grasps underlying principles and needs the minimum of explanation
- Quickly makes generalisations
- Often seeks unusual, rather than conventional, relationships
- Listens only to part of the explanation
- Jumps stages in learning
- Leaps from concrete to abstract
- Is a keen and alert observer
- Sees greater significance in a story or film for example
- When interested becomes absorbed for periods
- Is persistent in seeking task completion
- Is more usually interested in 'adult' problems such as religion, politics and so on
- Display intellectual playfulness: fantasises, imagines, manipulates ideas
- Is concerned to adapt and improve institutions, objects systems
- Appreciates verbal puns, cartoons jokes and so on

- Criticises constructively
- Is unwilling to accept authoritarian pronouncements without critical examination
- Mental speed faster than physical capabilities
- Prefers to talk rather than write
- Daydreams
- Reluctant to practise skills already mastered
- Reads rapidly and retains what is read
- Has advanced understanding and use of language
- Show sensitivity
- Show empathy towards others
- Sees the problem quickly and takes the initiative