

Sidmouth Primary School

Gifted and Talented Children Policy

March 2007

The School's Intentions

We intend that all children should be encouraged to achieve to the best of their ability. We recognise that some pupils may have skills and abilities beyond what is generally expected for their age. These more able children will need additional challenge and support in order that they may achieve their potential. This policy relates to these children.

We acknowledge the importance of securing a child's childhood and as a school we have developed a school ethos where it is cool to be clever.

Definition of Terms used within the School

The term **more able** refers to 20 % of our school population who may be gifted, talented or both.

GIFTED ~ those children within the top 15 % of our school population with ability in one or more academic subjects.

TALENTED ~ those children within the top 10 % of our school population with abilities in one or more 'art' subjects (art, music and PE)

POLYMATHS (all rounders) ~ those children within the top 5 - 10 % of the school population who are both gifted and talented.

EXCEPTIONALLY GIFTED ~ those children within the top 1 - 2 % of the population who are exceptional within the cohort of gifted pupils.

Characteristics of Gifted and Talented Children

Common characteristics of the more able child are:

- Grasps and retains knowledge, comprehends meanings, responds quickly and accurately and can transfer learning readily to new situations. Also questions critically.
- Conveys ideas effectively, follows a logical sequence, has an extensive vocabulary and is selective, critical and fluent.

- Shows skill in abstract thinking, recognises relationships, can understand rules and makes generalisations.
- Uses a wide range of resources, being self-reliant as well as versatile in solving problems. Can plan, organise, execute and evaluate.
- Has creative and inventive power, being inventive, enjoying experimentation.
- Likes to study some subjects that are difficult as they enjoy the challenge; knows many things of which other children are unaware.
- Analyses quickly mechanical problems, puzzles and trick questions.

Aptitude in English is identified when children:-

- Demonstrate high levels of fluency in conversation.
- Use research skills effectively to draw together information.
- Read and respond to a range of texts at an advanced level.
- Use a wide range of vocabulary.
- See issues from a range of perspectives.
- Possess a creative and productive mind using analytical skills when engaged in discussion.

Aptitude in maths is identified when children:-

- Explore a range of strategies for solving problems.
- Show a curiosity when working with numbers and investigating problems.
- See solutions quickly.
- Work flexibly and establish their own strategies.
- Enjoy manipulating number in a number of ways.
- Are able to hypothesise and explain functions.

How Identified in Our School

- 1 The class teacher is the 1st person responsible for identifying the characteristics of the more able child.
- 2 The class teacher should look at the range of strategies they currently do for promoting challenges for these children.
- 3 The class teacher needs to look at how they use resources more effectively to support able children in the classroom eg. Teaching

assistants, helping in extending the work of gifted and talented children.

- 4 The class teacher will inform co-ordinator of children's need for register. A register of the more able children will be kept in order to record and plan their development. This register will be kept updated by the co-ordinator for gifted and talented children with regular input from the class teachers.

Parents of more able children will be informed of their child's progress through the school's normal reporting procedures.

Throughout the School a range of strategies for identifying gifted and talented children are used. These include:-

- Whole school discussions, inset times, Key Stage meetings and phase meeting.
- Results from tests (NC statutory and optional tests, baseline assessments).
- Teacher assessments and recommendations.
- Pupils work analysis by teacher or by subject co-ordinators through doing work scrutinies.
- Observation outcomes.

In some instances parent nominations may highlight a more able pupil. This may be used especially in identifying a talented pupil who's skills become evident in out of school activities (orchestra's, ice-skating).

Planning for the Gifted and Talented Children

Aims

We aim to:

- Provide for more able children with a broad balanced curriculum appropriate for their needs.
- Recognise their entitlement to appropriate education by means of differentiation, enrichment and extension of the curriculum.
- Provide the opportunity to work at higher cognitive levels as appropriate and to teach them according to their level of understanding.
- Provide tasks that challenge them intellectually and encourage self-motivation.

- Give them the opportunity to develop specific skills and talents within mainstream education.
- Concern ourselves with the 'whole child' both intellectually and socially within the context of the school.

Our planning has 5 key dimensions in order to plan for the gifted and talented children.

- 1 Breadth
- 2 Depth
- 3 Acceleration
- 4 Independence
- 5 Reflection

Within the National Literacy and National Numeracy framework the objectives focus on the teaching for the majority of children in a year group. Teachers therefore need to consider how to interpret or adapt the objectives for their gifted and talented children.

Two other dimensions which affect the level of challenge are:

- 1 Children's independence in undertaking work to the level of support they need.
- 2 Opportunities for reflection on the work, so children can make explicit what they understand and evaluate what they have done.

Where appropriate, we will encourage the use of extra-curricular activities to enable the pupil to develop their skills or abilities.

We aim to support the exceptionally talented pupils in giving them time to pursue skills within some school time and being flexible.

Specific Strategies to Extend Gifted and Talented Pupils

- Mixing year groups for some sessions.
- Use of support staff.
- Use of out of school clubs.
- Building up bank of published materials.
- Use of ICT and develop research opportunities ~internet, library and other people.
- Working with similar children from other schools.

- Use of target setting to raise achievement. Gifted pupils are expected to make an average of 4 point progress through an academic year.

Links with Other Subjects

There are opportunities to develop gifted and talented children's English and mathematics in other parts of the curriculum, ensuring that the level of challenge in the literacy and mathematical aspects of other subjects is maintained.

It is important to expect gifted and talented children to apply their knowledge and skills in the different contexts offered by other subjects. These children should be encouraged to make connections and synthesise work in different areas.

Wider Opportunities

Opportunities for extended activities are particularly valuable for gifted and talented children. This may require time beyond the school day and we can offer extra clubs to extend skills and out of class homework opportunities. These can be varied and interesting, so that they motivate children, stimulate their learning or foster different study skills.

We also work closely with the local secondary school in order to extend the more able year children and work in partnership with the childrens university project.

The Register

A register is kept by the gifted and talented childrens co-ordinator. Class teachers are responsible for informing co-ordinator of names of children needing to go into it.

The register is sub-divided into gifted for Reading, Writing and Mathematics, talented for Sports, Music and Art. An annual review of the register is to be held yearly, although it is a working document that can be added to throughout the year.

Parents are informed by meeting with a class teacher and co-ordinator verbally when their child is added to the register or removed. It is made

clear that their child is performing ahead of cohort of pupils at this moment in time in a specific subject area.

Liaison

Close partnerships are made between child, class teacher, co-ordinator, parents and other schools. All parties are informed and aware of how the child can be extended.

Parent workshops are held regularly about the issue of gifted and talented children and what the school does to extend these pupils.

Co-ordinator

The gifted and talented children co-ordinator is David Waterson.

Policy to be reviewed by January 2009