



DRAX COMMUNITY PRIMARY SCHOOL

Gifted and Talented Policy

Date of ratification by Governing Body: 29/02/15

Signed: S. Pagliaro (Chair of Governors)

Signed: CM Habbishaw (Headteacher)

Date for next review: February 2015

Drax Community Primary School

Gifted & Policy

Glossary of Terms

Genius – An exceptional intelligence or creative power or other natural ability or tendency that would be internationally recognised. (E.g. Mozart, Olympic medal winner, Oscar winner)

Exceptionally Able – An intelligence or creative power or other natural ability or tendency that would be nationally recognised. (E.g. On the county or national team)

Gifted – The top 5% of age related intellectual or academic ability within the school.

Talented – The top 5% of age related practical or creative power or other natural ability or tendency within the school.

Dual or Multiple Exceptionalities (DME) – A child with a disability or other special educational need or additional educational need, that is also gifted, talented, exceptionally able or genius in another area. (E.g. An autistic child with an exceptional calculating ability)

More able – children who have the potential to or who are working above age related expectations in academic or practical subject areas within the school.

Rationale

Our school values all children equally and endeavours to ensure that every child has the opportunity to realise his/her potential in a challenging and supportive environment. Drax Community Primary School will have, at any time, talented or gifted pupils, some of whom may be exceptionally able and this may be in one or more areas of learning. We believe that we have a duty to enable these pupils to achieve the greatest possible progress and recognise the value and importance of identifying and celebrating their achievements and successes.

Research has shown that by making provision for gifted and talented pupils, standards of achievement are raised for all pupils. Our definition of ability recognises academic and practical performance as well as those who show outstanding artistic, musical and creative talent, physical skills, leadership qualities and the ability to process ideas and information. It also recognises that a child may possess this potential although performance may not currently reflect this.

Aims

The aim of this policy is to ensure a consistent approach to the identification and support of gifted/talented children through:

- An agreed, shared definition of the terms "more able", "gifted", "talented"
- Identification of talented or gifted pupils as early as possible
- Identification by the use of objective assessment measures
- Meeting pupils' needs with a range of appropriate strategies

- Raising staff awareness of the range of strategies available to them
- Providing access to a suitably differentiated and challenging curriculum
- An emphasis on creating opportunities for pupils to identify their gifts and talents and flourish
- Fostering a culture of achievement and excellence throughout the school
- Promoting opportunities for disadvantaged learners
- Working in partnership with parents/carers to help promote children's development
- Making use of links with other schools and the wider community to enhance opportunities
- Appointing a Gifted and Talented Co-ordinator to co-ordinate the above

What does gifted and talented mean for Drax Community Primary School?

The Qualifications and Curriculum Authority defines gifted and talented as:

"Gifted and talented pupils are those that well exceed the expectations for their age group, either in all subjects or just one. The gifted and talented are a diverse group and their range of attainment will be varied, some do well in statutory national curriculum tests or national qualifications. However, being gifted and talented covers much more than the ability to succeed in tests and examinations. Therefore, it is impossible to set one way of identifying gifted and talented pupils."

'Gifted' generally refers to the top 5% of a cohort in academic subjects and 'talented' to the top 5% in other subjects.

'More able' refers to the expected performance of children within a particular year group that are working above average. Every class is differentiated to meet the needs of all children including a 'more able' group. This 'more able' group will include the one or two pupils who are identified as 'gifted' or 'talented' or more rarely 'exceptionally able' or 'genius'.

Identification

There is a wide range of identification strategies available to assist schools. It is important to note that no single process should be used in isolation. The identification process needs to be ongoing. In the case of children with Dual or multiple exceptionalities the class teacher should liaise closely with the DSEnCo and outside agencies as assessments may need to be tailored to meet the specific needs of the child.

Identification is usually made by:

- Teacher nomination
- Reports from previous schools
- Test results/teacher assessments
- Pupil's work
- Checklists of characteristics - generic and subject-specific
- Parental information
- Information provided by external agencies (e.g. sports organisations, music tutors, etc)

Assessment methods

- Teacher observation
- Benchmark tests/assessments – end of key stage tests, optional SATS etc.
- Response to increased challenge

- Provision of opportunity
- Response from external agency

Once identified the class teacher will work alongside the DSENCo / outside agencies to validate this nomination with assessment data.

If agreed that the criteria are met, the child's name is entered in the G&T register and parents/carers may be invited to the school to discuss ways in which the child's needs can be met and how they can be supported.

Modes of Working

The class teacher will:

- Liaise with colleagues and identify 'gifted' and 'talented' pupils across their year groups
- Assess/gather data to support the nomination
- Liaise with the DSENCo, parents/carers and outside agencies
- Agree, plan and implement appropriate provision
- Record strategies to be used
- Include provision in medium & short term plans, as appropriate
- Review provision regularly

It is the role of the DSENCo to:

- Liaise with class teachers
- Make the teacher aware of the assessment data required
- Collate the assessment materials and results
- Work with the teacher to support the pupil and plan provision
- Contact parents and keep them informed
- Maintain the G&T register and update annually
- Work with all parties to decide upon the strategies to be used to maximise learning and development
- Liaise with and arrange other agency referrals as appropriate
- Review provision on a regular basis
- Liaise with the Head Teacher
- Review the effectiveness of the policy

Provision within School

Where a child is gifted or talented in one or more areas, they will be supported with high expectations and planning within the classroom. Teachers should seek to use a variety of techniques and strategies to provide for the 'gifted' child. Outside agencies or secondary schools may be contacted to provide these pupils with more opportunity to pursue work at their own level.

Planning for the 'gifted' child may include:

- Planning a differentiated curriculum for whole class, group and individual teaching
- Restructuring class organisation or pupil grouping, e.g. setting
- Setting differentiated homework
- Differentiation through pace, task, dialogue, support, outcome, content and/or responsibility

- Planning a variety of extension and enrichment activities

Challenging the 'gifted' child may include:

- Problem solving and investigation to develop reasoning and thinking skills
- Use and model open-ended questions and tasks
- Introduce elements of competition within and outside peer group
- Competition against self through target setting
- Opportunities for creative and productive thinking

Extending and enriching the curriculum may include:

- Visiting experts and range of materials and resources
- Visits/workshops from poets, writers, artists, musicians etc.
- Use of subject specialists
- Use of additional support, TA's, other adults, for one to one or group work to extend child in a specific area (social or academic)
- Links with outside agencies (music tuition, sports coaches, etc.)
- Clubs at lunchtime or after school, covering academic as well as other activities
- Participation in special competitions
- Enrichment sessions during the school year
- Activities with other schools within local area
- Consideration of the enrichment activities provided by outside associations and organisations

Provision outside School

The most effective support the school can provide to parents of 'gifted' and 'talented' children is via open communication of information about progress and strategies adopted.

The school will need to make use of:

- Subject specialists
- Visiting experts
- Specialist clubs and societies
- National Associations
- The Internet

Continuity and Progression

Information on pupils is provided on transfer between classes and between schools

Student achievements will be monitored and evaluated.

This process will include:

- Regular observation and recording of progress across the curriculum
- Encouraging pupils to assess and review their own performance
- Valuing out of school achievements
- Intervention activities to prevent underachievement