

Atwood Primary School

Gifted and Talented Policy



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(or to meet new legislation and practices)

Gifted and Talented Policy

Introduction

At Atwood Primary School we believe in treating all pupils as individuals and catering for their individual needs. This includes those children who are deemed to be 'gifted or talented'.

"Meeting the educational needs of the Gifted and Talented is about building on good, general school provision, not about providing something entirely different."

(Professor Deborah Eyre (2001))

This policy outlines the way that the school:

- defines what gifted and talented means.
- maintains a register and the categories used therein
- identifies a pupil as gifted or talented
- roles and responsibilities
- understands the impact on teaching and learning

Identification

The school recognises, in line with DfE 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".

DfE Categories for Gifted and Talented.

- A. Intellectual (aspects of English, Mathematics, Science).
- B. Artistic and creative (art and design, music, drama).
- C. Practical (design and technology, mechanical ingenuity).
- D. Physical (PE, sports, dance).
- E. Social (personal and interpersonal, leadership qualities, working with adults).

We will be applying the terminology gifted and talented to the following groups:

A – Gifted B – E – Talented

There may also be pupils who are 'hidden' gifted or talented and not reaching their full potential. The school recognises it has a responsibility to identify and provide for these pupils.

Identification strategies

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

Quantitative	Qualitative
<ul style="list-style-type: none">• SATs results• Optional SATs• Teacher assessment• Target setting• Raise online	<ul style="list-style-type: none">• Pupils' work• Classroom observation• Examination of work• Nomination: self, teacher, parent, peer• Discussion with children• Classroom observations• Through challenging provision

Common Attributes of the Gifted child

- moving from non-speech to sentences and then progressing at an advanced rate and being able to hold a sustained conversation with an adult at an early age;
- working with abstract thoughts;
- being extremely curious
- showing a preference for complexity;
- retaining information and then using it at a later date;
- being, or seeing themselves as, more mature than their chronological age;
- adopting a directness of approach that can infuriate others, making them seem cheeky;
- teaching themselves (e.g. to read, count, write, use ICT, develop new skills);
- having few friends within their age range and sometimes an inability to socialise within a group;
- displaying a preference for working with older pupils and wanting to achieve at their level;
- finding play activities limiting at a young age. This can frustrate leaders or teachers as these children demand more than they are able to deliver;
- regarding learning as play or 'fun'. They are happiest when there is structure, purpose and progress;
- having tremendous energy, thirst for knowledge and the ability to concentrate for longer periods;
- often using higher level thinking skills (analysis or synthesis)
- may at some time be behind in e.g. social skills;
- may misbehave if bored/behavioural problems if not picked up i.e. high ability but poor motivation.

Roles and Responsibilities

The Head Teacher is responsible overall for the implementation of the gifted and talented policy. A named governor currently takes interest in the school's arrangements for gifted and talented pupils and works, with the co-ordinator, on review and development.

The Gifted and Talented co-ordinator works in co-operation with the rest of the staff to fulfil the following roles and responsibilities:

1. Exemplify best practice for gifted and talented learners in the classroom.
2. Lead training and developments in learning and teaching to raise the expectations, challenge and achievement of gifted and talented learners.
3. Coach colleagues to improve teaching strategies, learner engagement, student voice and outcomes.
4. Leads, manages and identifies gifted and talented opportunities beyond the classroom.
5. Monitors data to evaluate the progress of individual gifted and talented learners.
6. Acts as an advocate for gifted and talented in the school and community.
7. Works with SLT, governors and subject leaders on whole school, subject strategies and the IDS (Institutional Quality Standards).
8. Make sure that the gifted and talented population in the school is representative especially for looked after children, dual multiple exceptionality, black and minority ethnic and all social and economic groups.
9. Develops, monitors and updates the gifted and talented register.
10. Monitors and evaluates provision for gifted and talented pupils.

The school register

Pupils who have been identified as being gifted and talented are entered onto the school register. The area of ability is recorded using one of the categories A – E with further reference made to which aspect or aspects they have a gift or talent in (i.e. A – Science). Each gifted and talented pupil has an individual record which records the provision made and the impact. Both are reviewed regularly by class teachers and the G & T co-ordinator.

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. Learning is also enriched through homework activities.