

Viking Academy Trust



Gifted and Talented Policy

Approved by the Trust: Term 1 2016

Reviewed annually: Term 6

Last review date: Term 1 2016

Signed:

Chair of Trustees

GIFTED AND TALENTED POLICY

The Viking Academy Trust

We start 2016-17 academic year with three schools in the Viking Academy Trust.

These are:

Chilton Primary School
Ramsgate Arts Primary School
Upton Junior School

This Gifted and Talented policy is for Ramsgate Arts Primary School.

Rationale:

The aim of this policy is to outline provision for Gifted and Talented pupils in school and is based on a recognition of the importance of early identification and support systems for this vulnerable group. This policy outlines a common and systematic approach to identification, assessment and provision to ensure these pupils reach their full potential.

'Einstein was four years old before he could speak and seven years old before he could read'

Aims:

The school aims to provide Gifted and Talented pupils the chance to demonstrate and develop their full potential in an atmosphere which encourages breadth of learning and opportunity.

The school shall offer a broad, balanced and challenging curriculum delivered in a wide variety of teaching and learning situations which will identify and foster gifts and talents of large numbers of pupils. Within such a curriculum, these pupils will be challenged to work at higher cognitive levels and shall be given opportunities to develop their specific skills and talents.

Additional opportunities that relate to the abilities of those children will be sought out by Curriculum leaders

The importance of developing the whole child socially, emotionally and intellectually shall also be recognised. More specific aims include:

- To identify and register children with special talents and aptitudes.

- To meet the needs of pupils with advanced development within the mainstream education and existing setting arrangements.
- To ensure there is extension available for these pupils to meet the demand for enrichment within the curriculum.
- To incorporate intellectual challenge through the quality rather than the quantity of work and questioning.
- To provide self-initiated and self-directed learning that will encourage the able child to develop the knowledge that is worth pursuing.
- To offer some skill-based activities to provide increased stimulation and problemsolving.
- To ensure there is ample opportunity for these pupils to develop their abilities at an extended level.

What is Gifted and Talented?

In the absence of any universally agreed definitions for Gifted and Talented we use the following at Ramsgate Arts Primary School.

We use the term '**Gifted**' to mean those pupils who are capable of excelling academically.

We use '**Talented**' to refer to those pupils who may excel in practical skills such as sport, leadership, performance, etc.

These pupils would be characterised generally (but not exclusively) as being in the top 5% of the school cohort.

Identification of Gifted and Talented Pupils:

'Hopeless. Certainly on the road to failure.' - extract from John Lennon's school report

The school recognises that ability and talents have many forms and manifest themselves continually.

Schools have the discretion to decide how best to identify their gifted and talented pupils and will draw on a wide range of information sources, including both qualitative and quantitative information.

Methods for identification at Upton include:

1. Teacher/Staff nomination
2. Checklists against specific subject predefined criteria
3. Through Testing: - achievement, potential and curriculum ability
4. Assessment of work
5. Peer nomination (that prompts investigation)
6. Parental information
7. Discussions with children/young people
8. Using community resources or external agencies

The school aims to use a broad spectrum of the above identification methods in an effort to include all pupils who may fall into this category, particularly any underachieving pupils who may conceal particular aptitudes with poor performance or behavioural problems.

The school also recognises that some able pupils may become underachievers due to having English as an additional language or because they have other specific learning needs or physical disabilities. An annual audit of SEN pupils shall be used to help identify Gifted and Talented within this group.

A central register of named pupils shall be kept and reviewed annually along with assessments used in the monitoring process.

General characteristics of gifted and talented learners

The following characteristics (taken from the 1998 Ofsted review of research by Joan Freeman) are not necessarily proof of high ability but they may alert teachers to the need to enquire further into an individual's learning patterns and ability levels.

He or she may:

- be a good reader;
- be very articulate or verbally fluent for their age;
- give quick verbal responses (which can appear cheeky);
- have a wide general knowledge;
- learn quickly;
- be interested in topics which one might associate with an older child;
- communicate well with adults – often better than with their peer group;
- have a range of interests, some of which are almost obsessions;
- show unusual and original responses to problem-solving activities;
- prefer verbal to written activities;
- be logical;
- be self-taught in his/her own interest areas;
- have an ability to work things out in his/her head very quickly;
- have a good memory that s/he can access easily;
- be artistic;
- be musical;



- excel at sport;
- have strong views and opinions;
- have a lively and original imagination/sense of humour;
- be very sensitive and aware;
- focus on his/her own interests rather than on what is being taught;
- be socially adept;
- appear arrogant or socially inept;
- be easily bored by what they perceive as routine tasks;
- show a strong sense of leadership; and/or
- not necessarily appear to be well-behaved or well liked by others.

Underachievement

Gifted and talented underachievers may tend to:

- have low self-esteem;
- be confused about their development and about why they are behaving as they are;
- manipulate their environment to make themselves feel better;
- tend towards a superior attitude to those around them; and
- find inadequacy in others, in things, in systems, to excuse their own behaviours.

Sometimes those with abilities in one or more areas of learning may also suffer from a disability or difficulty in others. This can present a considerable barrier to the achievement of potential, as well as leading to frustration and disaffection.

Developing strategies and approaches to countering underachievement should be an integral part of the school policy for gifted and talented provision. The key aspects of underachievement that need to be taken into account and considered are:

- What are the **indicators** of underachievement?
- What are the **causes** of underachievement?
- What are some ways of **countering** underachievement?
- Are there potential causes due to **dual or multiple exceptionalities**?

Gifted and Talented Provision:

When Thomas Edison was a boy his teachers told his mother his brain was 'addled'. The proof was his unusually large head.

The majority of work with Gifted and Talented pupils will take place in the mainstream classroom and needs shall be met within our own curriculum context.

Within the school day the following approaches to working with the Gifted and Talented child may be utilised:

- Differentiation
- Extension and challenge
- Enrichment
- Acceleration
- Use of questioning
- Problem solving
- Development of thinking skills
- Interactive teaching styles
- Use of assessment
- Differentiated homework
- Pupil groupings in class
- Challenge within subjects
- Additional classes e.g. enrichment groups
- Carry out personal research and work independently to solve problems.
- Leading of groups
- Use of available expert visits- authors, historians etc.
- Engage in open-ended activities and investigations

Out of school activities may include:

- Sports Opportunities
- Musical Opportunities
- Drama Opportunities
- Competitions and events

Partnership with Parents:

Parents may be invited to contribute to the identification and provision process if deemed appropriate by the staff involved. The school are in favour of informing and communicating with parents about Gifted and Talented, but are also aware that any ability lists can foster a sense of disharmony and competition amongst parents and children and so the subject must be broached sensitively.

Roles and Responsibilities - Who Will be Responsible for Gifted and Talented Provision?

The Senior Leadership Team will:

- Work together with governors, staff, parents and pupils to develop an effective wholeschool approach which is overseen and managed by the designated gifted and talented coordinator.
- Draw up and update the policy for gifted and talented pupils and assist Curriculum leaders in revising policies to take account of the needs of these pupils.
- **The Curriculum Leaders will:**
 - Be responsible for the provision of specific Gifted and Talented opportunities for pupils in their hub subjects across the year.
 - Ensure that appropriate records are kept and passed on to the next phase of education.
 - Link to the governing body (where appropriate) regarding the work of the school in relation to gifted and talented pupils.
 - Carry out an annual audit relating to the quality of provision for Gifted and Talented Pupils within their subjects

Teachers:

Class teachers will provide extension activities for these pupils that may differ to the usual extension activities.

Teachers will be the primary contributors to the creation of the Gifted Talented list **The Governing Body will:**

- Oversee the school's provision for gifted and talented pupils.
- Liaise with and offer support to the school's gifted and talented co-ordinator.

This policy was created with reference to a number of relevant sources but with specific use of:

- *'Identifying Gifted and Talented learners - getting started (DfE 2008)*
- *'National Council for Curriculum and Assessment - Identifying Gifted and Talented Pupils: Guidelines for Teachers*
- *'Gifted and Talented children in (and out of) the classroom (2006) ' - www.nicurriculum.org.uk*

Audit to Demonstrate Successful G&T Provision:

Audit Target	Successfully Completed		
	Yes	Not Yet	Comments/expected completion date
Work Scrutiny shows differentiation is clear for G&T pupils			
Curriculum Hubs can show that they provide opportunities for G&T for all year groups and all subjects outside of usual classroom provision			
Governors have been into school to see G&T provision in action			
Governors report to governing body and relevant subcommittees r.e. G&T provision in school			
Governors meets designated G&T lead to ask searching questions			
Governors link to this audit to follow-up on areas of concern			
Governor link to celebrating G&T success			
Additional clubs /opportunities in place outside of hours to support G&T pupils (not necessarily run by the school)			
Feedback and PDM time dedicated to G&T provision			
G&T progress a feature of Pupil Progress Meetings			
Practice shared across schools within the trust			
G&T underachievers identified and action taken			
G&T list created and regularly updated for all subjects			
New technology used to excite G&T learners			
G&T information passed on to new schools			
Pupils able to reflect on own progress			

Pupil conferencing suggests pupil opinion of current provision is positive			
Emotional status and needs of G&T pupils considered regularly. Link to Learning Mentors if required			

This resource has been created in conjunction with the 'Exemplary' level grading from the National Quality Standards in G&T Education and is designed to be considered three times annually.

External experts invited in to work with G&T pupils			
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