



Able, Gifted and Talented

Introduction

- Within the spiritual, moral, social and cultural framework of the school we aim to encourage **all** pupils to develop their personalities, talents and abilities to the full. We believe that it is important to recognise children as individuals, each with their own abilities
- We encourage hard work and commitment and celebrate achievement in all aspects of school life
- We believe that teaching and learning should be **challenging** and **enjoyable** for pupils of **all** abilities. It is important to provide an appropriate education where the AG&T pupil can work at a higher cognitive level with the opportunity to develop their specific skills and talents
- We believe that our AG&T pupils should be in relationship to our school's population, not in comparison to others schools
- We recognise the need to identify our gifted and talented students as early as possible and to make enhanced provision for them
- We work in partnership with parents, the community and other agencies to provide opportunities for individual learners to demonstrate their full potential and develop individual aptitudes, abilities and talents

Aims and Objectives

The gifted and talented policy aims to promote **challenge in all lessons** and provide an environment which encourages a striving for excellence for all pupils and where everyone values success.

The school aims to

- Ensure early identification of the gifted and talented pupils
- Develop a consistent approach for the gifted and talented throughout the school
- Provide strategies for identifying our gifted and talented pupils
- Develop appropriate teaching and learning programmes
- Raise levels of achievement and recognise and address underachievement
- Encourage independent learning
- Encourage pupils in self-assessment and setting their own targets
- Develop leadership and interpersonal skills
- Provide a supportive and educational environment
- Encourage extension and enrichment activities both within and outside the classroom
- Provide support and suitable opportunities for professional development of staff
- Maintain a register of those students regarded as being gifted/talented
- Maintain records of pupils' progress
- Provide appropriate resources
- Provide a richer curriculum, not just a quicker journey through an ordinary one
- Give every 'pupil the opportunity to experience success in learning and to achieve as high a standard as possible.' (NC 2000 – Inclusion statement)

Definition

Pupils who are referred to as **gifted** are regarded as the most able academically whilst those who are considered **talented** possess special expertise in areas such as sport, music, art and drama.

We regard gifted and talented pupils as **those whose abilities are so well developed and so far advanced of their peer group that it is necessary to provide additional learning experiences which develop, enhance and extend their identified abilities.**

Being gifted and talented covers more than just the ability to succeed in tests and examinations. Some pupils will do well in tests but are not necessarily gifted, whilst others, who are gifted, may underachieve for a variety of reasons. Gifted and talented pupils are not necessarily good all-rounders.

The definition of gifted and talented pupils at Bradfield CE Primary School is based on potential as well as levels of achievement.

Nationally, it is the expectation that approximately 10% of a school will be identified as gifted and talented, although this can vary.

Identification

At Bradfield CE Primary School we will keep an open mind and recognise that the gifted and talented come in many forms, nationalities and characters; being able in a particular subject/activity is not dependent on gender.

Gifted and talented pupils will be identified as a result of:

Teacher observation of performance and behaviour in a variety of situations both within and outside the classroom

- Diagnostic assessment (Using the Identification Checklist, Appendix 1)
- Assessment using open/differentiated tasks
- Baseline/Foundation profile
- SATS and in house year group tests and data analysis
- Questionnaire/out of school assessment
- Information sharing with year groups/colleagues/Key stages/phases/parents/pupils
- Reports from previous schools

Few pupils excel 'across the board' but the key message is that **identification should be inclusive**, not exclusive; we look to expand the pool of talent.

Unfortunately, gifted and talented children may exhibit many of the behaviours on the checklist and yet not perform well at school. Their ability may be masked by behaviour problems like school refusal, daydreaming, truancy and disruptiveness. On the other hand, high ability may be concealed by a desire to conform. Some very able children are shy and unwilling to stand out. They may go through their school life quietly, producing exactly what is required of them and no more and never realise their true potential. It is important when seeking to identify very able children to listen to their parents and to obtain an overview of their performance from all their teachers/ adults.

Identification is a whole school issue and cannot be left to coordinators alone. Class teachers must take responsibility for identification of these pupils and inform the AG&T coordinator, meet with parents and the pupil and complete ICPs (Individual Challenge Plans). (See Appendix 1 & 2)

Meeting the Needs of the Gifted and Talented Pupils

We believe provision for the more able pupils is not separate from general school provision but rather builds on it.

- High expectations of learners from all staff
- Pupil grouping
- Extension to encourage reflection, recognition of a range of possibilities or answers, formulation of individual opinions, consideration of difficult and problematic questions, recognition of connections between past and present learning. Opportunities for in depth study.
- Acceleration
- Investigate approaches and opportunities. Problem solving
- Working with older pupils

- Enrichment
- Extra curricular activities
- Liaison with parents, staff, outside agencies
- Use of specialists
- Variety of learning methods
- Working with others of like ability
- Appropriate choice and access to resources, particularly ICT
- Questioning
- Pace
- Effective planning to meet individual learning targets. Opportunities to take responsibility for future learning
- Differentiated homework
- AG&T ICP from within school

Effective assessment enables pupils to start at a higher level and so encounter more challenging work.

Identified needs for the AG&T can be addressed through

- Local Leisure Facilities and extra-curricular clubs, especially sport and/or music
- Museums, Art galleries, Libraries, Theatre
- Youth groups i.e brownies, scouts, cubs, guides
- Peripatetic music teaching
- Summer school

Roles and Responsibilities

The G&T Coordinator will

- Work with the staff to develop, monitor and evaluate the school's gifted and talented policy and to lead its implementation
- Liaise and support staff in the identification of, and provision for, gifted and talented pupils and build up their understanding of gifted and talented issues
- Collate and maintain a register of gifted and talented pupils. (The register will be reviewed termly)
- Liaise with outside agencies, different phases, governors

The Subject Leader will

- Work with the staff to develop, monitor and evaluate the school's gifted and talented policy and to lead its implementation through their subject area
- Liaise and support staff in the identification of, and provision for, gifted and talented pupils and build up their understanding of gifted and talented issues in their subject area
- Monitor effectiveness of the more able pupils in their subject areas through lesson observations, scrutiny of work, questioning, pace, planning, data analysis and level analysis for each year group
- Liaise with outside agencies to enhance their subject area
- Ensure good quality, effective resources are available for the AG&T pupils in their subject areas
- Promote challenge in their subject area

The class teacher will

- Put the school policy into action
- Have high expectations for their pupils and will support and encourage them
- Inform the AG&T coordinator of nominated pupils to be placed on the register
- Complete an ICP of individual needs
- Keep records and monitor pupil's progress
- Liaise with staff and other support staff as necessary
- Promote parental involvement

In particular the teacher will encourage the gifted and talented pupils to

- Extend their pupils skills, knowledge, thinking and understanding
- Use their initiative
- Value independent learners
- Develop creativity
- Work within a variety of groups
- Take part in cross-curricular activities
- Be involved in own target setting
- Develop leadership and interpersonal skills
- Participate in extra-curricular activities

We value the cooperation and support of parents/guardians. Good communication between home and school is important to ensure that the needs of the gifted and talented pupils are recognised as early as possible. The school and parents can work together to give the pupils the best possible opportunities to develop his/her talents to the full. However, early recognition of gifted and talented pupils does not mean that the child will automatically be considered AG&T throughout their school career.

Monitoring and Evaluation

The policy for gifted and talented pupils will be reviewed annually and its effectiveness evaluated using the following indicators

- Records of individual pupil progress
- ICP progress and reviews
- Feedback from teachers, colleagues, support staff.
- Pupils' comments
- Parents' comments
- Value-added information

Summary

The policy for the gifted and talented aims to provide a consistency of approach; it is important that everyone works together for the benefit of each pupil. We wish them to excel and become happy, confident, well-rounded individuals who will make a positive contribution to society. The successful implementation of the policy will result in benefits to all pupils at Bradfield CE Primary School (not just the gifted and talented) and allow each individual to develop his/her full potential.

Identification Checklist**Name of child:****Date:****Does/Is the child:**

Achieve above the level normally expected for a child of their age group?	
If so, in what area and to what level ?	
Show an aptitude for sports, creative or performing arts that is well beyond the level expected for a child of their age?	
If so, in what area?	
Learn quickly	
Choose unusual ways and methods of working	
Capable of higher-order thinking skills, such as analysis, synthesis and evaluation	
Appreciate a sophisticated sense of humour	
Capable of creative thinking and problem-solving	
Able to grasp and master new concepts quickly and without the need for repetition	
Not satisfied with the results achieved, aiming for perfection	
Have vivid and unusual imaginations	
Adept at finding patterns and relationships, reasoning, abstracting and generalising	
Produce correct answers to very complex questions intuitively; without having to write anything down. They often do not see the point of recording their methodology	
Have a good memory	
Respond positively to challenges	
Easily frustrated, and resistant to repetitive tasks	
Have extensive general knowledge	
Leaps from concrete to abstract	
Have a wide range of vocabulary	

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?

(Identifying Gifted and Talented Learners- Getting Started, DCSF, 2008)