

# Roman Road Primary School

## Policy for Gifted and Talented Pupils

Date: June 2013

Review date: June 2015

## Aims of the Policy

At our school we have an inclusive ethos. Our concern is for each child's emotional, social, spiritual, physical and intellectual well-being.

Roman Road School has an impressive track record in supporting the less able learners. We will not only continue to help develop this group of students but also raise the attainment of the school by stretching the children that have been identified as gifted and talented.

## Introduction

In order for the gifted and talented children to receive a coherent approach, it is necessary for all staff to be aware of this policy and act upon it. We need to provide a consistent approach and to be aware that the gifted and talented have as much need for differentiated work as any other student. It is important to monitor and develop this provision in line with curriculum developments and other school policies.

## Ethos

It is the intention of our school to provide an appropriate curriculum and adequate support to enable each pupil who has been identified as gifted and talented to reach their full potential. This should be seen as an opportunity and not a problem. The gifted and talented will normally work within their year group, but opportunities will be presented for them to work with their intellectual peers to allow challenge to take place.

## We aim

- To ensure the school has structures and procedures in place to identify gifted and talented children.
- To identify areas of special ability.
- To ensure gifted and talented children are appropriately challenged through a variety of teaching and learning strategies both in the classroom and during extra-curricular activities.

## DCSF criteria for identifying gifted and talented students

### Definitions:

#### Gifted and Talented

- Gifted students have ability in one or more curriculum subjects.
- Talented students have ability in subjects outside the National Curriculum such as sports and expressive arts.
- The guidance is that the gifted and talented students should make up between 5% and 10% of the cohort. The ratio of gifted to talented should be 2/3 gifted and 1/3 talented.
- Inclusion in the cohort is not permanent. If it is perceived by any of the concerned parties that inclusion is no longer beneficial, students may be removed from the register.

#### Identification of Gifted and Talented students

Teacher observation and interaction with the pupils are the most effective means of identifying highly able pupils.

#### Methods of identifying gifted and talented children

- NC teacher assessments
- National curriculum tests
- Teacher nomination
- Classroom observation
- Examination of pupil work
- Subject specific checklists
- Generic checklist (appendix 1)
- Parents and peers

## The Curriculum

The school will provide the gifted and talented students to their full entitlement to the National Curriculum and, additionally, provide entitlement to curriculum enhancement in both the National Curriculum and, where appropriate, outside.

When considering the curriculum for Gifted and Talented pupils, these related approaches are often discussed.

- **Acceleration:** A pupil is accelerated through the curriculum, covering the content more quickly than his or her peers. This may involve being moved to a different year group for part or all of his/her time at school.
- **Depth:** A subject, topic or module is followed but is taught or researched in more depth, requiring higher levels of thinking and a deeper understanding.
- **Breadth:** A subject, topic or module is covered but is expanded into related areas to gather a broader perspective.
- **Enrichment:** A project or topic unrelated to the planned curriculum may be followed.
- **Novelty:** The topic or module is presented in an unusual way or the pupils are encouraged to present their work in a more novel way with choice and independence of how to do it.

## Roles and Responsibilities

The Gifted and Talented coordinator is responsible for:

- Developing a policy for meeting the needs of the gifted and talented students and embedding the provision in each subject/year group.

- Becoming familiar with a range of strategies to identify and provide for gifted and talented students.
- Working with curriculum coordinators, the assessment coordinator and SENCO to ensure an appropriate curriculum is in place.
- Maintain an up to date register.
- Ensuring staff have appropriate training and CPD. The impact of this should be evaluated through observations and monitoring.

The Deputy Head (assessment coordinator) is responsible for:

- Monitoring progress and data analysis. Children identified as gifted and talented should be making rapid and sustained progress in their particular gift or talent. The school's standard assessment and marking policy will be used.
- Identifying reasons for underachievement with class teachers in performance management (See appendix 2)

The subject coordinators are responsible for:

- Ensuring that policies include a statement relating to the provision for gifted and talented.
- Ensuring schemes of work and resources provide suitable challenges and meet the needs of all pupils including those who are gifted or talented.
- Identifying enrichment activities/provision to support the gifted and talented learner.
- Identification/Acknowledgment of the students who are gifted and talented in their subject.

The class teacher is responsible for:

- Identifying children in their class who are gifted and talented.

- Liaising with parents.
- Providing an appropriate curriculum to meet the needs of all children including the gifted and talented learner.
- Differentiating lessons to ensure the gifted and talented learner is being challenged.
- Involving children in setting targets and self-assessment.

## Teaching and Learning

The best way to meet the needs of the gifted and talented pupil is in the class room and is heavily reliant on the teacher. It is the teacher's responsibility to ensure that all lessons are suitably differentiated, thus enabling the gifted and talented child to make rapid and sustained progress above the levels of the rest of the cohort. There are a number of strategies teachers can use to ensure gifted and talented children have opportunities, challenge and enrichment. (See appendix 3)

## Conclusion

- The gifted and talented children will be monitored and membership of the cohort will be flexible.
- At all times the wellbeing of the individual student belonging to the cohort must be paramount. The key concept to the gifted and talented programme must be **opportunity, challenge and enrichment**.
- The gifted and talented programme must impact on the whole curriculum to be effective
- Curriculum delivery must be flexible
- Opportunities for enrichment may be offered beyond the school day

## Appendix 1

### Checklist for identifying gifted and talented students

- Possess extensive general knowledge, often know more than the teacher and find the usual reference books superficial.
- Shows a good insight into cause and effect relationships.
- Easily grasp underlying principles, and need the minimum explanation.
- Quickly make generalisations and extract the relevant points.
- Have exceptional curiosity and constantly want to know why
- Ask searching questions and generally ask questions that are different to the other children.
- Often see the unusual rather than the conventional relationships.
- Gives inventive responses to open ended questions.
- Have a keen sense of humour in the unusual and are quick to appreciate nuances and hidden meanings.
- Appreciate verbal puns, cartoons, jokes, and enjoy irony.
- Criticises constructively and sometimes argumentatively.
- Have mental speeds faster than physical capabilities so can be reluctant to write at length.
- Prefer to talk rather than write and often talk at speed with fluency and expression.
- Be reluctant to practise skills already mastered, finding such practice futile.
- Read rapidly and can retain what is read and can recall detail.
- Listen only to part of the explanation and appear to lack concentration or even interest, but always knows what is going on.
- Jumps stages in learning and are often frustrated by having to fill in the stages missed.

- Impatient with repetition.
- See problems quickly and take the initiative.
- Have an advanced understanding and use of language.
- Become absorbed for long periods when interested and may be impatient with interference.
- Be confident and competent.
- Express own feelings.
- Attribute ideas to others
- Be self-effacing
- Reflect on own performance.



## Appendix 2

Underachievement may occur for a variety of reasons:

- Poor behaviour/negative attitude towards study
- Social problems/family problems/peer group pressure
- Inappropriate provision
- Poor self-management skills/study skills
- Low self esteem
- Second language difficulties
- Attendance issues
- School being a low priority for parents
- Gender
- Race
- Disability
- High mobility
- Changes of environment and personnel

## Appendix 3

Strategies teachers can use to support and challenge the gifted and talented child.

- A starting point which is appropriate for the child (differentiation)
- Opportunities to work in increasingly analytical ways and handle more complex materials and ideas
- Opportunities to work at an increased pace, with more depth and more breadth.
- Less practice at tasks they have already grasped and encouragement to move on
- Less detailed or more demanding instructions
- More independence
- Open ended tasks and opportunities to construct their own enquiries
- Abstract tasks
- Higher level challenge that can result in failure
- Contact with others of a similar ability as well as in their peer group
- Opportunities to take leadership at times in their area of expertise.
- Creative opportunities: the opportunity to move into content areas that may lie outside the defined curriculum
- Appropriate question and answer sessions to extend their thinking and the encouragement to ask as well as answer questions. (Developing higher order thinking skills)
- Opportunities to experiment and take chances
- Access to a breadth of resources, especially ICT.
- Opportunities to be evaluative and critical about their work

## Roman Road School Policy for the Gifted and Talented learner