

Roman Road Gifted and Talented Policy



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1. Rationale

All pupils are entitled to receive high quality educational opportunities. Gifted and Talented pupils should have their specific needs identified and met in the same way as their peers, so that their achievement can be raised to the highest possible levels.

Schools should:

“Enable children to maximise their potential to lead fulfilling lives and contribute meaningfully to society, both at present and in the future.”

“Ensure that the curriculum takes account of the needs of children with differing abilities.”

“Develop the child’s ability and drive to realise his or her own potential.”

2. Aims

The school aims to provide for Gifted and Talented pupils by:-

- Providing appropriate education.
- Allowing the child to work at higher cognitive levels.
- Giving opportunities for the child to develop specific skills or talents.
- Developing the whole child, both socially and intellectually.

3. Definition of Gifted and Talented

Many terms are used in this area of special educational needs. They include “more able”, “exceptional” and “gifted”, but none of these gives a full picture of the pupils being described.

“The more able child” is the child who is working at Greater depth. The Gifted and Talented child is a term used to point out pupils who ‘tend to stand out from their peers by virtue of special talents’. (A Webster et al 1994). These can be in specific or general areas and can include academic, artistic and physical performance.

- children who may have ability within one or more areas of the curriculum but not necessarily in all ☐ children with a particular ability in art, music, sport or the performing arts (these we describe as “**talented**”)
- children with the potential to achieve at a higher level than the majority of their peers in the academic subjects (these we describe as “**able**”)
- children with the potential for exceptional performance (these we describe as “**gifted**”)

4. General Overall Approach

At Roman Road we use the following approaches to provide for Gifted and Talented pupils: -

- Extension of homework expectations including parental commitment to the activities set.
- Differentiation by ability grouping within a class, providing extra challenge.
- Withdrawal of groups of the more able children leading up to National Curriculum Mathematics tests.

5. Identification and Monitoring

- Records and test results.
- Gifted and Talented pupil's checklist (see appendix 1).
- The exceptional child checklist of subject specific abilities (appendix 2)
- Teacher assessment.

6. Classroom approaches for the Gifted and Talented

- Extension homework activities
- Enrichment and extension activities
- Working with others of like ability
- Differentiation within the class setting
- Challenge within and across subject areas
- Differentiated homework

7. Responsibility for co-ordinating and monitoring progress

The identification and monitoring of the Gifted and Talented child within the classroom situation is the direct responsibility of the **class teacher** who will have used the identification and monitoring procedures set up within school (appendix 3).

Differentiation for the Gifted and Talented pupil will be monitored by phase and subject coordinators. Gifted and Talented children will be referred to the school's SENCO who will discuss with the relevant teacher and subject leader whether the child fits the criteria and how best to support him/her.

8. Review and Development

A review of the achievements of the more able child will be provided by the annual SATs testing procedures. For the exceptional child, an annual review should take place. Those involved will be the class teacher, SENCO, parents and any other relevant agencies.

9. This policy will be renewed every two years.

Appendix 1

Gifted and Talented Children – A TEACHER’S CHECKLIST

Gifted and Talented children are likely to show some of the following characteristics.

- Be achieving at ‘Age Related expectations’ higher than their current year group
- Be demonstrating accelerated progress towards age related expectations of their current year group.
- Learn easily and readily. Have a broad attention span that enables them to concentrate on and persevere in activities.
- Solving problems and pursuing interests.
- Have ability to produce effective work independently.
- Exhibit keen powers of observation.
- Show alertness and quick response to new ideas.
- Are competent readers.

Appendix 2

CHECKLISTS OF SUBJECT SPECIFIC ABILITIES FOR THE GIFTED AND TALENTED CHILD

English

- Orally fluent – bright, sharp comments.
- Usually a love of reading – high reading and spelling scores. Can get to the heart of a piece of non-fiction writing.
- Writes using a wide and mature vocabulary.
- Can write for a variety of purposes, developing, organising and communicating ideas, stylistically aware.
- Conceptually in advance of majority of peers.
- Linguistic subtlety, mature reasoning, empathetic to adults more than peers.
- Writes with personal voice to a particular audience choosing precise vocabulary for effect.

Mathematics

- Tackles problems and doesn’t give up – often skips, steps and uses unexpected methods.
- Looks for patterns from which to generalise.
- Doesn’t go immediately to the teacher or friends for help.
- Can explain methods and reasoning.
- Uses symmetry of results to cut down on the work required.
- Makes connections between different areas of mathematics.

- Grasps content more quickly and at an earlier age than classmates.
- Enjoys, puzzles, games etc.
- Has mental facility with number.
- Can engage in high-level questioning
- Has the absolute mastery of the content
- Can investigate problems and justify answers

Science

- Shows enthusiasm and fascination for many things to do with science.
- Thinks logically.
- Enriched understanding/use of words/ vocabulary.
- Does more work that is requested from them (for fun).
- Has to know 'why'.
- Enjoys hypothesizing and investigating. Tries things out at home.
- Older pupils able to deal with complex concepts in abstract terms.
- High achievement in tests.
- Is keenly observant.
- Draws inferences and conclusions on their own.

History

- Has a breadth and depth of knowledge.
- Makes links between situations and understands how they relate to each other.
- Understands the concepts of change, chronology and evidence.
- Can extract relevant information from historical sources using it in a logical and structured framework.
- Performs at 2/3 National Curriculum levels beyond expectations.

Geography

- Understands the physical and human features of places.
- Selects information from resources.
- Shows interest and facility in acquiring skills – map reading, map making, compass reading etc.
- Grasps easily, geographical concepts like change and continuity, urban development.
- Performs at 2/3 National Curriculum levels beyond expectations.

Religious Education

- Quick to grasp the knowledge which identifies principal beliefs, practices, people, places and objects.
- Rapidly identify similarities and differences, both within and between religions.
- Perceives that the meanings of texts, religious language and symbols are multi-layered and open to a variety of interpretation.
- Unwilling to accept authoritarian pronouncements without critical examination.
- Able to distinguish between opinion, belief and fact, recognising subjectivity.
- Develop their own views and commitments and argue cogently for these.

Art and Design

- Are at a more advanced 'developmental' stage. For example, they are able to make a good attempt at drawing what they can see when others draw a favourite object/person repeatedly.
- Use more appropriate materials – identify and select materials if given the opportunity.
- Use appropriate vocabulary to talk about their work and that of artists and designers.

Design Technology

- Has a curiosity to know how things work.
- Tries out different ways to find the best way to solve problems.
- Suggest, identify and select suitable materials for a purpose.
- Use appropriate vocabulary to talk about their work and that of designers.

Music

- Good aural ability, able to remember and sing or play melodies and clap back rhythmically – able to work out tunes by ear.
- High performance standard – usually because they have learned an instrument for many years.
- Develops composition skills – understanding of patterns and musical notation.
- Has sensitivity in playing and composing music which has feeling/emotion.

Physical Education

- Pupils good enough to be considered the 'best' in class, represent the school, district, county up to international standard.
- Pupils who gain high level awards from national governing bodies in a range of sports.

ICT

- demonstrate ICT capability significantly above that expected for their age
- transfer and apply ICT skills and techniques confidently in new contexts

- initiate ideas and solve problems, use ICT effectively and creatively, develop systems that meet personal needs and interests

Appendix 3

BRIGHT CHILD / More able

or

GIFTED / Talented LEARNER

Knows the answers

Asks the questions

Is interested

Is highly curious

Has good ideas

Has wild silly ideas

Works hard

Plays around but tests well

Answers the questions

Discusses in detail; elaborates

Top group

Beyond the group

Listens with interest

Shows strong feelings/opinions

Learns with ease

Already knows

Enjoys peers

Prefers adults

Grasps the meaning

Draws inferences

Completes assignments

Initiates projects

Is receptive

Is intense

Copies accurately

Creates a new design

Enjoys school

Enjoys learning

Absorbs information

Manipulates information

Technician

Inventor

Good memorizer

Good guesser

Enjoys straightforward sequential

Thrives on complexity presentation

Is alert

Is keenly observant

Is pleased with own learning

Is highly self-critical