

Weston Hills Church of England Primary School

A Policy for Gifted & Talented Children

Introduction

For the purposes of this policy and in line with our school aims, the following definition will be used to describe all learners in our school with gifts and talents.

- ‘Gifted’ learners are those children who have abilities in one or more subjects in the statutory school curriculum other than art and design, music or P.E.
- ‘Talented’ learners are those children who have abilities in art and design, music, P.E. or other performing arts, such as drama and dance.

The term ‘**Gifted and Talented**’ is not to be understood as referring to the most able children nationally but is relative and refers to the top 5% to 10% of any school, regardless of the ability profile of the pupils at the school.

We recognise that Gifted and Talented children can be:

- Good all rounders.
- High achievers in only one area.
- Have high ability but poor writing and presentation skills.

In addition we recognise that those pupils who are Gifted and Talented do not always show their ability which may be hidden or remain as potential.

School Philosophy and Aims

Our school aims to provide a secure learning environment where all pupils can develop their skills and abilities, intellectually, emotionally and socially. We aim to provide maximum inclusion of educational opportunity for all pupils, in an environment in which every pupil is enabled to realise their potential through teaching which makes learning challenging, engaging and enable all pupils to reach their potential.

The implementation of this policy is the responsibility of all members of staff.

Identification

Gifted and Talented students are identified by making a judgement based on an analysis of various sources of information including:

- Teacher nomination, based on classroom observation, discussions with pupils, work scrutiny.
- Discussion with parents, carers and peers.

Specific reference to the provision of Gifted and Talented children in different subject areas is in Appendix A.

Whole School, Class and Out of School Organisation

We provide a secure and flexible learning environment for all pupils and important strategies to achieve this, with particular reference to Gifted and Talented children will include:

- The careful management of pupil groupings, whether in mixed ability groups or ability groups, recognising that whilst there may be a higher concentration of Gifted and Talented pupils in some groups there will be pupils who have gifts and talents in all groups.

- Opportunities for Gifted and Talented pupils to work with pupils of similar ability which may mean that it is occasionally appropriate for pupils to work with older pupils.
- Mentoring and additional provision for pupils of exceptional ability.
- The importance of questioning.
- The provision of enrichment/extension activities and tasks.
- Differentiation within subject area.
- The development of independent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical.

We intend to include opportunities for activities beyond the classroom, cooperating with outside agencies and other local school.

Monitoring, Assessment and Review

- Class teachers are responsible for maintaining pupils' individual record sheets and class data sheets.
- Information is shared with parents during consultation evenings.
- The school coordinator's role includes keeping the register of Gifted and Talented children up to date and monitoring the arrangements for and progress of pupils on the register.

Development of Teacher/Pupil Skills Across the Curriculum

Activities to develop skills, both in children and teachers may include:

- Critical thinking activities.
- Problem solving, primarily in maths.
- Activities which reflect children's learning styles across multiple intelligences.
- Philosophy for children.
- Greater enterprise, self reliance and independence for all children.

Review

This policy was reviewed and updated in Autumn 2012.

This policy was reviewed and updated in Autumn 2013.

This policy was reviewed and updated in Spring 2015.

This policy was reviewed Spring 2016.

Appendix A

Identification in specific subject areas

Children should display a number of the following criteria although not necessarily all.

English

Reading KS1

- A child entering school who reads naturally (ie a child who teaches himself/herself)
- A child who makes creative connections between their reading and writing
- An insatiable appetite for the printed word
- A child who draws inferences, goes beyond the literal
- A child achieving basic knowledge of Milestone 2.

Reading KS2

- An inferential reader
- A child who has responds creatively and critically to what they read, their structure, language and meaning
- A child who perseveres with a difficult text, for example Dickens, Tolkien, Mark Twain, and undertakes personal reading with independence and enthusiasm

Speaking and Listening KS1

- The ability to hold an adult conversation at an adult level
- An extended vocabulary
- Ability to debate a point

Speaking and Listening KS2

- A confident speaker with his/her peer group and with adults
- Seeks the company of older children for stimulation
- Able to debate a point and modify opinion if required
- Able to take the lead in discussions

Writing KS1

- Write independently and fluently to tell stories, explain procedures, describe and explore
- Spell a wide range of words correctly and punctuate their work accurately

Writing KS2

- Write crafted pieces which develop an original or unusual point of view
- Transform texts from one genre to another
- Write creatively with maturity and stamina
- Write in ways which develop their material and engage the reader through manipulation of sentence structure and punctuation

Mathematics KS1

- Grasps mathematical ideas quickly
- Works accurately and systematically beyond their age group
- Makes and communicates generalisations
- Thrives on investigative studies and problem solving activities
- Use sophisticated criteria for sorting and classification
- Makes connections between different areas of mathematics

Mathematics KS2

- Uses combinations of mathematical operations to solve increasingly complex problems
- Begins to appreciate the ideas of mathematical argument and proof
- Uses a wider range of symbols and notation to represent and analyse mathematical situations
- Analyse characteristics of shapes and begin to develop arguments about geometric relationships
- Formulate questions that can be addressed with data: collect, organise and interpret relevant data to answer them

Science KS1 & KS2

- Investigative skills higher than age expectancy, eg at KS1 can predict and reason and at KS2 can hypothesise with alternatives, infer and evaluate
- An intuitive understanding for science
- Curious with original ideas, eg initiates own investigation
- Studies for pleasure
- Carries through investigations logically, can interpret results and apply them to other situations

Design and Technology KS1 & KS2

- Original, creative but realistic in the design process
- Uses a wide range of materials successfully
- Produces articles of consistent high quality for his/her age
- Evaluates and adapts to problems encountered and is self critical

Computing KS1 & KS2

- Seems to understand instinctively what should be done.
- Can apply knowledge and understanding across applications
- Uses applications creatively
- Manipulates information
- Can identify a problem and solve it
- Can code and instruct a programme confidently
- Is confident enough to experiment in a rational and logical manner and therefore is persistent, resourceful and self directed.

History and Geography

- Skills level Milestone higher than age expectant e.g. chronology, map reading
- Takes questioning one step further than expected.
- Discusses in detail and elaborates
- Shows strong feelings/opinions
- Already knows
- Draws inferences and makes connections
- Is intense about subject
- Initiates his/her own projects
- Makes use of original ideas and is self-directed

Art

- Has an individual style
- Interprets the subject in original ways
- Perception advanced beyond their chronological age
- Uses several elements of art in an advanced form beyond expectation (not just the child who can draw well).

- Shows artistic flair in several media.
- Shows a different personal response to those expected/or directed.
- Shows a mature response to the work of other artists often seeing beyond the obvious
- Keenly or critically observant
- Older children may express a more emotional level of sensitivity.
- Is a perfectionist.

Music

KS1

- Acute sense of rhythm
- Sings in tune/pitches perfectly or nearly perfectly.
- Can memorise rhythm and tune and repeat after an interval.
- Able to experiment with music purposefully.
- Manipulates and augments music
- Initiates musical activities on own
- Discusses piece of music perceptively beyond their years

KS2

- The above criteria +
- Takes to an instrument quickly and easily with little teaching
- Plays expressively and sensitively
- Plays by ear
- Plays purely for enjoyment
- Instinctively plays an instrument

Physical Education

- Single minded in their approach to the subject
- Highly competitive
- Intense about own sport
- Copes with physical activities requiring high degree of motor co-ordination
- Takes lead in activities
- Strong and agile
- Can extend and refine dance movements
- In KS1 able to put movements together in sequence showing maturity beyond years

Religious Education

- Well informed in unusual areas
- Shows unusual insights and maturity
- Shows high level of sensitivity and empathy
- Is intrigued by human nature and questions the actions of individuals and society as a whole
- Shows strong feelings and opinions
- Questions deeply
- Discusses in detail and elaborates.