



POLICY FOR GIFTED AND TALENTED PUPILS

Ashmole Primary School Definitions

Gifted and Talented

Children and young people with one or more abilities develop to a level significantly ahead of their year group (or with the potential to develop those abilities).

Gifted

Gifted describes learner who has the ability to excel academically in one or more subjects.

Talented

Talented describes learners who have the ability to excel in practical skills or in an area of vocational skill.

Academically able

Academically able learners are those who consistently achieve above the average for their age group but do not meet the gifted and talented criteria for individual subjects.

Rationale

Ashmole Primary school is committed to promoting achievement and encouraging all children to strive for excellence, developing their talents and abilities to the full. Our approach is inclusive, recognising each child's right to a broad and balanced curriculum. We believe that the role of the school is to provide a wide range of challenging learning opportunities that will enable each individual, including those with exceptional abilities, to realise their potential. Gifted and talented children within our school may be gifted high attaining pupils across the curriculum or talented in a specific area or areas.

Aims

In accordance with the vision and aims of the school we aim to:

- help pupils develop their personalities, skills and abilities, intellectually, emotionally and socially
- provide teaching which takes account of and provides for individual children's high ability
- strive for excellence in an inclusive environment
- see that all pupils reach their potential in all aspects of the curriculum by ensuring that there is an efficient system of identification, planning, provision and monitoring
- provide a full balanced curriculum that is stimulating, enjoyable, challenging and takes account of the child's individual abilities and talents
- promote parental involvement and partnership in their child's learning

- devise strategies for provision which include both organisational and curricular strategies as part of a differentiated, extended and enriched experience
- continuously improve classroom based provision and develop appropriate teaching and learning programmes
- develop an understanding of shared responsibility for Gifted and Talented pupils
- ensure both policy and programme are flexible

Referral and Identification

Referral and identification of Gifted and Talented children may come through a number of sources:

- Pre-school – information provided by parents, nurseries and playgroups or external agencies
- Information from parents – outside clubs and activities with recognition of achievement outside school subjects
- Baseline, SATs, NFER
- Testing and tracking of progress
- Diagnostic assessment based on pupil work and performance in class
- Staff observations and discussions
- Records from previous schools
- Subject specific criterion (Appendix 4)

Staff may refer children who they believe to be Gifted and Talented children at any time. These referrals go to the subject coordinator in the first instance so that they can be assessed using the subject specific criterion found in Appendix 4. Liaison between subject coordinators, teachers and the gifted and talented coordinator will ensure that children are given the support required to progress. Any child classed by subject coordinators to be gifted or talented will be added to the Gifted and Talented register by the Gifted and Talented Coordinator. The progress of these children is assessed and noted during the three whole school review meetings with the Gifted and Talented Coordinator and Head Teacher. The register of identified pupils will be updated at least twice yearly.

Provision

The school will be working towards the National Association for Able Children in Education (NACE) Challenge award in order to develop the gifted and talented provision.

The school believes in a curriculum of opportunity to answer the needs of all pupils including the Gifted and Talented pupils. Teacher's planning must reflect differentiation and suitably challenging work with enrichment and extension activities. These must take account of individual needs.

We will enable Gifted and Talented pupils to achieve their potential by:

- Giving close attention to the needs of individual pupils through differentiation and careful monitoring of progress
- Recognising the rights of all pupils to develop their individual skills and abilities by celebrating their achievements

- Enrichment and extension work and/or an accelerated programme going further with each topic and a more investigative approach and/or learning ability setting or pupil groupings
- Having very high expectations of what pupils can achieve
- Creating a rich and stimulating learning environment with many opportunities for enrichment.
- Engendering depth of understanding and a 'thirst for learning'
- Using variations in pace, learning styles, classroom organisation and pupil activities to create interest and motivation
- Use of questioning and explanation with a choice of activities and tasks
- Developing higher order thinking skills
- Encouraging pupils to reflect on the process of their own learning and to understand the factors that help them make progress.
- Encouraging all pupils to think for themselves, developing independence and autonomy and supporting pupils in using their initiative
- Encouraging children to set high targets and evaluate their learning
- Providing homework activities which are open-ended and challenging
- Informing Gifted and Talented children and their parents about relevant activities outside the school, i.e. Summer Schools
- Liaise with the Secondary School informing the Gifted and Talented Co-ordinator about individual pupils. Gifted and Talented children will take with them a portfolio of best work in their recognised area.
- The school will endeavour to foster links with other local schools to ensure consistency of approach.

Provision will aim to be inclusive. It may involve withdrawal or grouping if that best meets the child's needs.

Resources

The school will continue to develop a resource base to enable Gifted and Talented children to have access to a range of enrichment and extension materials which:

- Allow individuality of response
- Encourage creativity and imagination
- Provide differentiated learning challenges
- Satisfy developmental rather than chronological age
- Give a sense of satisfaction and enjoyment – promoting self esteem and confidence
- Provide opportunities for on-going assessment

Curriculum co-ordinators play a key role in identifying resources for their individual curriculum areas.

A bank of community resources will be developed to support staff and parents.

Where possible, pupils' interests should be used as a vehicle for learning, concentrating on areas of strength. All views of the child and parents are relevant and discussions may help to clarify priorities and help plan the necessary intervention.

In-Service Training

Staff will be encouraged to attend any relevant training in order to foster a greater awareness of the needs of Gifted and Talented pupils and enhance their knowledge of teaching methods and resources for these pupils. The effective teaching of Gifted and Talented children is a whole school approach and will in turn enhance the teaching of all children. Where possible, a member of staff will attend the NACE Challenge Award network meetings to keep up to date with developments regarding Gifted and Talented pupils.

Appendix 1

Developing an effective learning environment

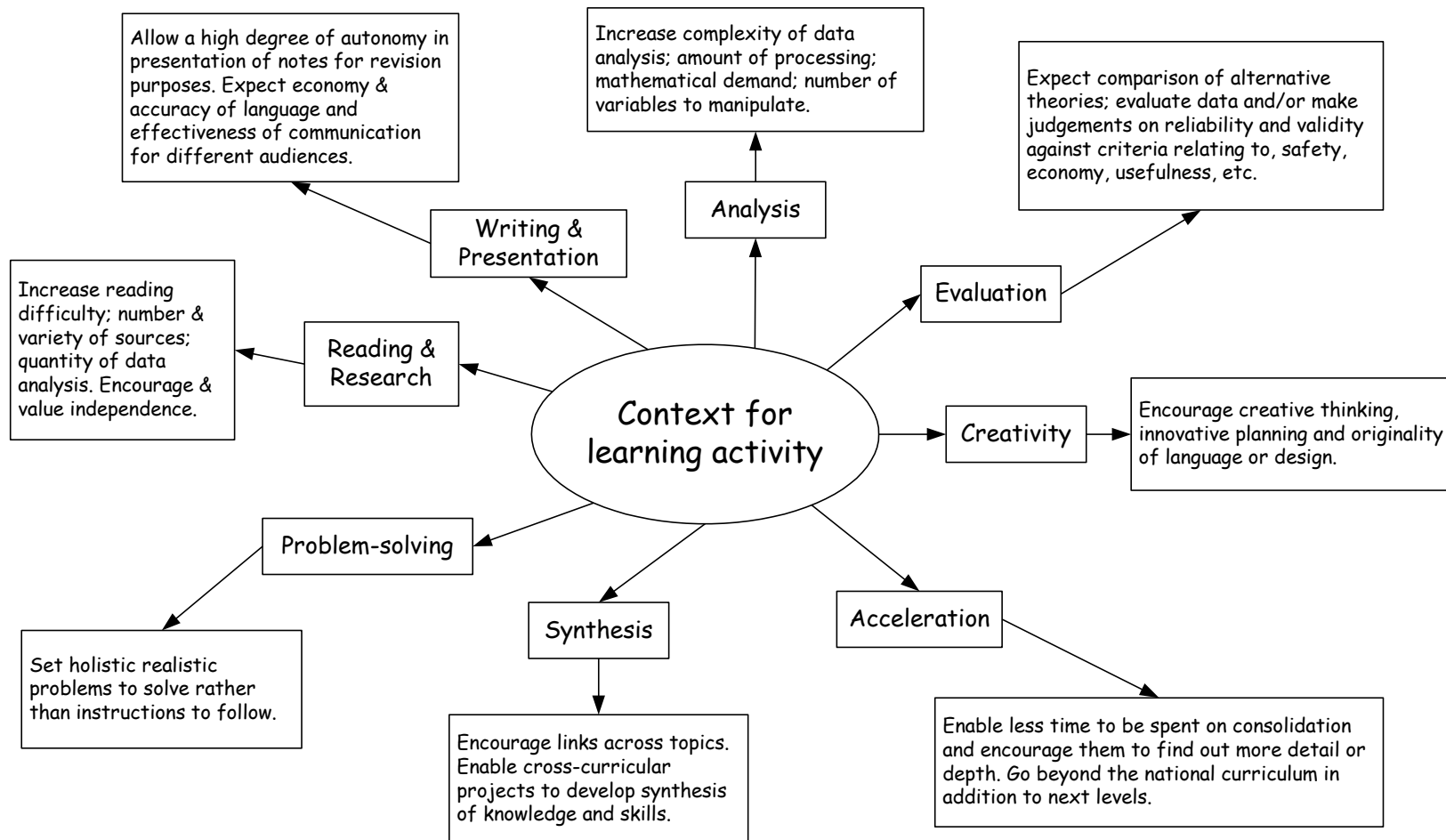
Like all pupils, gifted and talented pupils need frequent opportunities to apply their skills and understanding, and to develop their knowledge, within a secure and flexible learning environment. The learning culture should:

- be pupil-centred, valuing pupils' own interests and learning styles;
- encourage independence and autonomy, and support pupils in using their initiative;
- encourage pupils to be open to ideas and initiatives presented by others;
- be unconstrained by subject boundaries or established conventions;
- encourage the use of a variety of resources, ideas, methods and tasks;
- involve pupils in working in a range of settings and combinations -- as individuals, in pairs, in groups, as a class, cross-year, cross-school and inter-school;
- encourage pupils to reflect on the process of their own learning and to understand the factors that help them to make progress.

Checklist: evaluating the learning environment

- Teachers can use this checklist to help them consider the effectiveness of the learning environment for gifted and talented pupils.
- Have you asked gifted and talented pupils what helps them to learn effectively? What have you done to ensure you meet their needs?
- How have you helped pupils become more aware of their preferred learning styles?
- How have you helped pupils with the language needed to discuss the process of their learning? As a teacher, how are you modelling the process of talking about how learning takes place, rather than just what is learned?
- How have you established a culture in which wrong answers are productive opportunities for learning (happy accidents), and in which creative thinking is actively encouraged?
- How often do you encourage creative thinking by asking open-ended questions to which there are no right answers?
- How much do you encourage pupils to ask questions of themselves, each other and other adults in the classroom?
- How are pupils involved in self-assessment and/or peer assessment?
- How effectively are the processes of formative assessment developed? (for more information on this, see the role of assessment in supporting learning).
- How are you developing and maintaining a classroom or school code of achievement?
- How do you encourage pupils through challenging and interactive displays? How do you ensure that examples of gifted and talented pupils' work are on display or readily available, to raise the expectations of both pupils and teachers?
- How effectively are you involving teaching assistants and supply teachers in the identification of, and provision for, gifted and talented pupils?
- How thoroughly have you checked work to make sure that it offers challenges that match higher level descriptions than expected for the key stage and/or the exceptional performance criteria of the national curriculum?

- How are you developing a resource collection, including lists of web resources, for pupils and staff in classrooms, departments, the staff room, library or resource centre? How are you making sure that resources are being used?
- How effectively are you liaising with the schools' library service or other local resource support services?



How to increase the level of an activity using higher order thinking and skills to engage and challenge gifted and talented learners

Appendix 3

Using the Literacy and daily mathematics lesson

Literacy

Shared reading and writing

- use the shared session as the starting point for extension work in the group session;
- offer suggestions for related reading;
- provide opportunities for brief written responses and pair discussion;
- give pupils an active role in demonstrating key skills.

Word and sentence work

- set extension tasks;
- draw on existing knowledge during vocabulary work;
- sometimes ask able pupils to lead the session;
- encourage use of appropriate terminology.

Guided reading and writing

- group by ability;
- set challenging texts;
- set questions and tasks that require inference, deduction, analysis, evaluation and comparison;
- provide reading and writing conferences.

Independent work

- use investigative tasks over a number of lessons;
- encourage pupils to raise their own questions;
- ask pupils to act as response partners;
- ask pupils to generate text frames;
- provide extended writing e.g. by linking sessions;
- sometimes extend group time.

Mathematics lesson

Oral and mental starter

- direct questions to able pupils;
- include more open questioning to allow all pupils to respond at their own level to the same question;
- encourage pupils to explore alternative mental strategies.

Main part of the lesson

- reduce whole class activity setting stepped tasks, encouraging able pupils to omit earlier steps;
- reduce amount of time able pupils spend on practice and consolidation;
- target teaching in ability groups; use a range of different levels that are linked to a common theme;
- use a range of open tasks/investigations that all pupils can access at their own level;
- encourage sustained work that able pupils may continue over two or more lessons.

Plenary

- celebrate achievement and raise expectations by showing good work and explaining what is good about it;
- make learning explicit, by requiring able pupils to explain their thinking and use the appropriate terminology;
- ask able pupils to explain the criteria for success in their work and to reflect on how well they have met them;
- invite able pupils to make generalisations and to provide evidence to support their conclusions and opinions;
- allow able pupils to lead the session occasionally, asking them to prepare questions or points to put to the rest of the class;
- inspire the pupils for the next day's work, negotiating challenging targets for future lessons.

Homework

- use homework to encourage wider reading (including on mathematical topics) and to tackle challenging questions and puzzles. The results can form the basis of the next lesson with either the whole class or a group;
- invite parents to support their children by providing the titles of texts for preparatory or wider reading and giving a list of suitable approaches and questions to use at home

Appendix 4

Subject criterion for gifted and talented pupils

These criterion have been produced to aid staff in making decisions about gifted and talented pupils. Each subject co-ordinator will monitor this.

Gifted & Talented Learners in Literacy

These are some of the characteristics these pupils might exhibit:

- Be a very good reader, 3 years above chronological age.
- Read avidly books that are considered difficult for their age.
- Have a mature understanding of texts and ability to ask questions about them.
- Be able to make inferences and deduction from a text.
- Articulate with a wide spoken vocabulary, ask pertinent questions.
- Have a flair for language resulting in engaging and thought provoking writing.
- Writing with own distinct authorial voice - writing like a writer, use mature vocabulary, have excellent spelling.

Gifted & Talented Learners in Drama

These are some of the characteristics these pupils might exhibit:

- Have a high level of personal, social and emotional intelligence showing how to lead and contribute to groups effectively.
- Able to use voice and body convincingly and 'naturally' to convey a wide range of characters and emotions.

Mathematics criteria

The following are descriptions of some specific mathematical skills that a gifted student in mathematics may display. Gifted students are likely to:

- learn and understand mathematical ideas quickly
- work systematically and accurately
- be highly analytical
- think logically and see mathematical relationships
- make connections between the concepts they have learned
- identify patterns easily
- apply their knowledge to new or unfamiliar contexts
- communicate their reasoning and justify their methods
- ask questions that show clear understanding of, and curiosity about, mathematics
- take a creative approach to solving mathematical problems
- sustain concentration throughout longer tasks and persist in seeking solutions
- be more adept at posing their own questions and pursuing their own lines of enquiry

Provision

Gifted students need opportunities to:

- engage in sustained pieces of work
- reflect on what they learn
- make connections between mathematical ideas
- apply their mathematics in new situations
- ask questions
- develop their ability to think logically
- handle abstract mathematical ideas
- deepen their interest in mathematics

Science Criteria

Pupils who are gifted and talented in science are likely to:

- be imaginative
- have scientific hobbies and/or be members of scientific clubs and societies
- be extremely interested in finding out more about themselves and things around them
- be able to sustain their interest and go beyond an obvious answer to underlying mechanisms and greater depth
- be inquisitive about how things work and why things happen (they may be dissatisfied with simplified explanations and insufficient detail)
- ask many questions, suggesting that they are willing to hypothesize and speculate
- use different strategies for finding things out (practical and intellectual) -- they may be able to miss out steps when reasoning the answers to problems
- think logically, providing plausible explanations for phenomena (they may be methodical in their thinking, but not in their recording)
- put forward objective arguments, using combinations of evidence and creative ideas, and question other people's conclusions
- decide quickly how to investigate fairly and manipulate variables
- consider alternative suggestions and strategies for investigations
- analyse data or observations and spot patterns easily
- make connections quickly between facts and concepts they have learned, using more extensive vocabulary than their peers
- understand the concepts of reliability and validity when drawing conclusions from evidence
- enjoy challenges and problem solving, while often being self-critical
- enjoy talking to the teacher about new information or ideas

Art and Design Criteria

- Ability to record observed 3D forms in 2D
- Ability to record from memory
- Originality and imagination

- Critical awareness of self and work of others
- Confidence in selecting appropriate mediums and control in using them
- Expressive use of medium

Abilities in 2D Art studies may not be replicated in 3D art studies.

Ability in drawing does not necessarily mean gifted and talented in art and design.

Music Criteria

- They see music as an important part of themselves and their personality.
- They bring their own original and imaginative ideas into music making.
- They show a high level of concentration when making music.
- They have a clear idea of what they wish to play and learn.

MFL Criteria

Overview

Students who are gifted in modern foreign language (MFL) may have differing strengths and language skills. The student who has excellent grammatical understanding and superb reading comprehension skills is not necessarily also the student who grasps new language quickly and re-uses it spontaneously in oral interaction. Students with the potential to achieve high standards in MFL should find lessons challenging and interesting.

Gifted students of MFL are likely to show evidence of some of the following:

- using the target language spontaneously and often successfully
- an analytical and organised approach to language learning
- the ability to manipulate and transfer structures across topics
- very good 'gist' comprehension and intuitive understanding
- perfect imitation and consistent retention and production of target language
- internalised rules of pronunciation
- a good memory
- high curiosity
- the ability and motivation to develop independent learning skills
- seeing grammar as a 'tool' rather than a 'barrier' to their language learning
- being a link maker
- being an informed risk taker

The list encompasses a broad spectrum of linguistic 'gifts' and abilities. Students may still be considered gifted if they satisfy only a few of the criteria.

Computing Criteria

Characteristics

Such pupils are likely to:

- Demonstrate Computing capability significantly above that expected
- Quickly become confident and competent in the use of newly introduced software, hardware and techniques. Independently explore additional facilities within software and use their initiative to exploit the potential of more advanced features of Computing tools
- Transfer and apply Computing skills and techniques confidently in new contexts
- Explore independently beyond the given breadth of a Computing topic
- Understand when it is or is not appropriate to use Computing, or a particular piece of software
- Identify limits in the software and find ways around them
- Handle multi-step sequences with ease
- Strive for elegant solutions and methods rather than those which simply work and can appreciate the same
- Be able to explain their own work, their procedures or processes clearly to others
- Recognise why a problem has occurred and offer a solution
- Knows a number of ways to achieve a particular result and chooses the best under the particular circumstances

Strategies for Curriculum Delivery

- Extend the range of technologies and software available.
- Planning activities which allow different tasks and/or differentiated outcomes from the same initial stimulus
- Increase opportunities for application within a subject
- Providing opportunities to extend children's skill and to develop breadth and depth in their knowledge, skills and understanding. e.g. create materials for use by others
- Provide opportunities for the child to explain methods, ideas etc – to the teacher, the whole class, small groups of children etc.
- Provide access to a wide range of information, materials and tools
- Provide more opportunities for evaluation, analysis and synthesis
- Provide for problem solving and constrained problem solving scenarios e.g. time or size limited, or elegance, originality or efficiency demanding#
- Alter balance between expectation and support
- Provide opportunities for wider consideration of systems and solutions e.g. political, environmental, social etc
- Provide sufficient open-ended tasks to challenge all pupils, particularly those who are gifted in Computing.

'Guidance on teaching the Gifted and Talented'

'It is important for teachers to have high expectations of pupils who are gifted in Computing and for classroom activities to provide opportunities for gifted pupils to develop and apply their particular capabilities. In order to break down some of the barriers that may constrain very able pupils, teachers should try to provide teaching and learning experiences that encourage all pupils to think creatively, explore and develop ideas, and try different approaches. All pupils should be

encouraged to set their own questions, offer ideas, suggest solutions or explanations, and reflect on what they have heard, seen or done in order to clarify their thoughts.

Geography Criteria

Characteristics of a Gifted and Talented Student in Geography

- Understands concepts clearly so that they can apply this understanding to new situations in order to make interpretations, develop hypotheses, reach conclusions and explore solutions
- They understand geographical ideas and theories, and apply them to real situations
- They communicate effectively using both the written and spoken word
- They communicate knowledge, ideas and understanding in ways that are appropriate to the task and audience. They learn subject-specific vocabulary, use it accurately and are able to define words
- Reason, argue and think logically, showing an ability to manipulate abstract symbols and recognise patterns and sequences
- They use and apply mathematical principles (such as area, shape, spatial distribution) and formulae (such as Spearman's rank correlation coefficient) to solve geographical tasks and problems. They identify their own geographical questions and establish sequences of investigation. They understand, and are able to explain, complex processes and interrelationships (for example, within and between physical and human environments)
- Enjoy using graphs, charts, maps, diagrams and other visual methods to present information
- They transform relief shown by contour lines into three-dimensional models in their minds. They are competent and confident in using the wide range of visual resources required in geography – aerial photographs, satellite images, maps or different types and scales
- Be confident and contribute effectively when taking part in less formal teaching situations
- They take part readily in role-play situations or simulations and enjoy contributing to outdoor fieldwork
- Relate well with other people, showing an ability to lead, manage and influence others, appreciating and understanding others' views, attitudes and feelings
- They are willing to share their knowledge and understanding and steer discussion
- Have more highly developed value systems than most pupils of their age
- They have well considered opinions on issues such as the environment and the inequalities of life in different places
- They have good knowledge of where places are in the world and of topical issues
- They transfer their knowledge of physics, for example, to understand climate. Or they transfer knowledge of the industrial revolution from history to help explain the location of industry in the UK
- Be creative and original in their thinking, frequently going beyond the obvious solution to a problem

Gifted and Talented Criteria for History

- The able historian will be able to work thematically and will understand the implications of the chronological framework surrounding the them
- The able historian will be able to put events into the context of the time and articulate, verbally or through writing, different representations of events
- Historians that are more able draw upon a wide number of themes and events to explain why events occurred in certain ways
- They have the confidence to express and justify a belief that may not necessarily be accepted by their peers or the teacher
- They are curious to find out the minor details
- Able historians have the ability and desire to find alternative or additional representations of the past in order to fully satisfy their mind
- They have an insatiable desire to prove everything
- They have high powers of reasoning
- Historians which are gifted and talented are able to draw upon general historical and political knowledge to substantiate responses, or to divert attention to areas of a greater personal interest

Identifying Gifted and Talented Pupils in PE

Pupils who are talented in PE are likely to show many or all of the following characteristics in their performance and approach to PE, sport and dance.

* Pupils perform exceptionally well at one sport, or in many *

Approach to work

They may:

- Be confident in themselves and in familiar contexts
- Take risks with ideas and approaches, and be able to think 'outside the box'
- Show a high degree of motivation and commitment to practice and performance.

Effective performance

They may:

- Be intelligent, independent, thoughtful performers, actively forming and adopting strategies, tactics or compositions
- Be able to reflect on processes and outcomes in order to improve performance, understanding the close and changing relationship between skill, fitness and the tactics or composition of their performance
- Be good decision makers and able to take the initiative, often showing high levels of autonomy, independence and leadership
- Be creative, original and adaptable, responding quickly to new challenges and situations, and often finding new and innovative solutions to them.

Body skilfulness and awareness

They may:

- Have a high degree of control and coordination of their bodies

- Show strong awareness of their body in space
- Combine movements fluently, precisely and accurately in a range of contexts and activities.

Some pupils may have unusual abilities in specific aspects of the programme of study or areas of activity, such as:

- Evaluating and improving performance through leadership
- Acquiring, developing and performing advanced skills and techniques
- Conceptual understanding, shown through the sophisticated selection and application of advanced skills, tactics and compositional ideas of their age
- Particularly high levels of fitness for their age, in both specific and general areas
- Specific strengths in general areas, such as games activities or dance activities

Some pupils perform at high levels in sport or dance in the community, for example basketball, high jump, jazz dance or sailing. In some cases, these pupils' performance may be too specific to be easily related to the national curriculum level descriptions for PE.

Teachers should be aware that age and physical maturation can lead to better performance at certain ages and stages, but they are not a characteristic of talent in PE and sport.

RE Criteria

- The pupil is aware of the key elements of the 7 major religions (the religions that they have studied) and refers to this knowledge other than in RE lessons.
- The pupil can apply the values and morals that are taught through religion in their daily life.
- The pupil can reflect on their own experiences and make clear and mature connections between these and the values, morals and 'lessons' taught through the 7 major religions.
- The pupil must always show respect and consideration towards all children, regardless of their religious or cultural backgrounds and must help other children in achieving this.

As set out by the National Curriculum:

Pupils who are gifted in RE are likely to:

- show high levels of insight into, and discernment beyond, the obvious and ordinary;
- make sense of, and draw meaning from, religious symbols, metaphors, texts and practices;
- be sensitive to, or aware of, the numinous or the mystery of life, and have a feeling for how these are explored and expressed;
- understand, apply and transfer ideas and concepts across topics in RE and into other religious and cultural contexts.

In more general terms, they may also:

- have highly-developed skills of comprehension, analysis and research
- show quickness of understanding and depth of thought.

PSHE Criteria

In order for a child to be gifted in this area, they must show strong characteristic attributes from all themes in the scheme of work. They must display most of the following qualities:

1) Making someone feel welcome

- Doing something brave-overcoming feelings of fear
- Solving a problem/using problem solving skills taught/acquired.
- Calming down/helping someone to calm down.

2) Working cooperatively to help a group

- Being a really good friend
- Keeping calm and overcoming feelings of anger in difficult situations.
- Solving a difficult problem with a friend.

3) Taking responsibility for their success and when things go wrong.

- Waiting for what they want-persistence.
- Resilience-bouncing back/maintaining effort at difficult times.
- Setting and achieving goals.

4) Doing something to be proud of.

- Responding in an assertive way.
- Helping someone with a worry.
- Stopping and thinking when they are angry.

5) Changing an unfair situation.

- Being pleased for someone's achievements.
- Telling the truth, saying sorry or making amends.
- Helping someone who is feeling sad or lonely.

6) Coping with an unexpected change.

- Getting better at their learning.
- Changing their behaviour for the better.
- Making the best of an unwelcome change.

7) Saying NO to bullying-and helping others with this.

In general, children that possess high levels of interpersonal and intra-personal intelligence can be deemed Gifted and Talented in PSHE:

- Interpersonal intelligence: the capacity to understand others and successfully manage our relationships with them.
- Intra-personal intelligence: the capacity to understand and manage ourselves.

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Next review due: Sep 2026