



Beechwood Primary School

Able, Gifted & Talented Children Policy

Overall aim

In our school we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified as 'gifted' or 'talented' according to national.

'Gifted and talented' children are those who have one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop these abilities).

The term 'gifted' refers to a child who is capable of excelling in academic subjects such as English or History. 'Talented' refers to those pupils who may excel in areas requiring visio-spatial skills or practical abilities, such as games and PE, drama and art.
(Dept for children, Schools & Families)

Aims

Through this policy we aim to:

- Challenge and extend the most able, gifted and talented children to push the boundaries of what is possible.
- Recognise and celebrate high achievement.
- Encourage children to think and work independently.

Objectives

- To ensure differentiation in all teaching and learning programmes.
- To identify, and keep under review, a register of able, gifted and talented children.
- To provide an enrichment programme, which is challenging.
- To review the curriculum to provide opportunities for able, gifted and talented children.
- To develop and sustain a high achieving learning ethos throughout the school.

Identification of able, gifted and talented children

Multiple factors will be used to create the able Gifted and Talented Children Register, including;

- Quantitative data, including test data and results of teacher assessments
- Qualitative information, including staff assessment and nomination, pupil peer and parent/carer nomination and scrutiny of work.

- Rate of progress including value-added data and reference to prior attainment/achievement
- Achievement in specialist qualifications (sport, music etc)

The register will be updated twice yearly, Children may be added and removed. A child may be removed if;

- If talented, she/he no longer pursues the talent for which they are registered.
- If identified previously as more able, s/he no longer shows evidence of attainment or potential.

Teaching and Learning

Teachers in our school plan specifically to meet the learning needs of our able, gifted and talented children. We give these children the opportunity to demonstrate what they know, understand and can do by planning for their learning in a variety of ways.

Differentiation:

- All lessons should evidence pace and challenge
- Teaching and planning should evidence at least three levels of challenge in all lessons, where appropriate.
- The able, gifted and talented students should have more open-ended tasks, especially in relation to homework.
- Subject leaders should take account of research evidence about learning to inform Schemes of Work and the planning of professional development work.

Enrichment

- Subject leaders to use between 10 and 20% of their budgets to resource enrichment activities for their curriculum areas.
- Class teachers will complete Provision Maps for individual pupils, which will detail extra enrichment opportunities, including Master-Classes, within the school. They will be supported by the A, G&T leader and the subject leaders.
- Parents will be informed if any extra provision their children receive.

Learning is also enriched through regular home-learning activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual able, gifted and talented children.

Underachievement

Children identified as able, gifted or talented but underachieving will be target using a series of measures:

- Teachers will be notified to monitor the efforts and achievement of the child
- Parents will be informed and consulted
- A mentoring programme will be arranged where appropriate

Management Strategies

The subject leader will co-ordinate the provision and practice within the school for able, gifted and talented children. The subject leader's role includes:

- Ensuring that the able, gifted and talented children register is up to date.
- Monitoring teacher's planning to ensure that suitable tasks and activities are being undertaken by able, gifted and talented children across all curriculum areas.
- Regularly reviewing the teaching arrangements for able, gifted and talented children.
- Monitoring the progress of able, gifted and talented children through termly discussions with teachers.
- Supporting staff on the identification of able, gifted and talented children.
- Providing advice and support to staff on teaching and learning strategies for able, gifted and talented children.
- Liaising with parents, governors and LA officers on issues related to able, gifted and talented children.

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Reviewed: March 2016

Next Review: March 2018

Able, Gifted and Talented Children Policy: Appendix

General characteristics of Able, gifted and Talented Children

The following list of characteristics is indicative but not definitive. Able, gifted and talented children may:

- Be a good reader
- Be very articulate or verbally fluent for their age
- Give quick verbal responses (which can appear cheeky)
- Have 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 obsession
- Show unusual and original responses to problem solving activities
- Prefer verbal to written activities
- Be logical
- Be self taught in their own interest areas
- Have an ability to work things out in their head very quickly
- Have a good memory that they 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 their own interests rather than 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
- Not necessarily be well behaved or well liked by others

Aptitudes in English and Mathematics

Able, gifted and talented children in English are identified when they:

- Demonstrate high levels of fluency and originality in their conversation
- Use research skills effectively to synthesise information
- Enjoy reading and respond to a range of texts at an advanced level
- Use a wide vocabulary and enjoy working with words
- See issues from a range of perspectives
- Possess a creative and productive mind and use advanced skills when engaged in discussion

Able, gifted and talented children in Mathematics are identified when they:

- Explore a range of strategies for solving a problem
- Are naturally curious when working with numbers and investigating problems
- See solutions quickly without needing to try a range of options
- Look beyond the question in order to hypothesise and explain
- Work flexibly and establish their own strategies
- Enjoy manipulating numbers in a variety of ways.