



**POLICY
FOR
GIFTED
AND
TALENTED
CHILDREN**

**Reviewed by Maria Trappitt
(January 2010)**

**St. Andrew's CEVC Primary School
Church Road
Great Yeldham
HALSTEAD
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CO9 4PT**

Rational and Philosophy

In our school we recognise that **all** children are individuals with their own strengths and weaknesses, gifts and talents. Within this range of individuality there are children who are more able intellectually than others, and children who are particularly talented in certain specific areas of ability. Just as we need a policy for provision for children with special educational needs, so we need a policy for provision for children at the upper end of the ability range, who have their own special needs.

We believe, at St Andrew's Primary School, that every child has the right to be included in a broad, balanced and relevant curriculum; and that each pupil is entitled to have the opportunity to be involved in appropriate education, which challenges, motivates and rewards them, so that they can each fulfil their individual potential.

Definition of a Gifted & Talented Child

Each child is unique and to attempt a single definition is to generalise too widely. The term "very able," in our school, refers to the top 5% - 10% of the ability range in any of the following areas:

- general intellectual ability;
- specific aptitude in one or more subjects;
- creative or performing arts;
- psycho-motor ability;
- leadership skills;
- advanced social skills.

Pupils performing at an even higher level will be termed "exceptionally able," and will only account for a tiny minority of pupils capable of functioning at a level at least 3 years above their chronological age.

Identification

We identify these children so that we can provide effectively for them, and so that teachers can plan appropriate work and stimuli for them. There is no single measurement with which to identify 'very able' and 'exceptionally able' pupils due to their individuality.

In this school we use a combination of the following sources of information:

- teacher observation and assessment;
- checklists of characteristics (see appendix 1);
- testing: such as SATs, reading tests (see appendix 2);
- background knowledge from parents and past teachers.

Aims

Having identified our 'very able' and 'exceptionally able' pupils we aim to provide:

- entitlement to appropriate education for each individual;
- the opportunity to work at higher cognitive levels;
- the opportunity to develop specific skills or talents;
- the opportunity to experience a broader, richer curriculum;
- support and care for the whole child, both socially and intellectually.

Monitoring

Once identified the children are entered in our register of 'very able' and 'exceptionally able' pupils, which notes their particular abilities, skills and talents. This is kept both centrally and in the pupil's personal file, so that all teachers are aware of his/her needs. At St Andrew's these children will be identified in weekly and daily planning, enabling the class teacher, head teacher and/or Gifted & Talented Leader to track/monitor provision and progress.

Opportunities to support achievement to be identified in planning:

- Resourced based learning
- Supported self study
- Role play
- Debating
- Oral presentation
- Poster/Video making
- Interviews
- Creative writing
- Surveys

- Organising and running events
- Problem Solving
- Pupil Self Assessment
- Experiential learning
- Use of ICT

Gifted & Talented Leadership

The head teacher is responsible for leading the work with 'very able' and 'exceptionally able' children. Her role is to:

- maintain the register;
- monitor progress of those on the register;
- liaise with class teachers to support provision for highly able children;
- research resources suitable for these pupils, and generally support staff in providing for highly able pupils;
- develop a resource base as funds allow;
- keep up-to-date with development in this field.

Provision

This depends on the individual learning needs of the pupil. The following strategies will be applied as appropriate:

- acceleration – enabling the pupil to move through the curriculum at a faster rate;
- setting by ability – so that highly able children can, from time to time, work together with others of similar ability. This will include working with older pupils where suitable;
- working with pupils of the same chronological age when not set, so that they are part of a normal peer group;
- withdrawal for individual support, when necessary;
- opportunity to play a musical instrument with specialist tuition;
- special provision for exceptionally able pupils for specific teaching and mentoring.

In-class Strategies

Teachers need to provide **enrichment** and extension opportunities for these pupils as part of their planned differentiation. This also applies to homework. 'Very able' and 'exceptionally able' pupils must be challenged within all subject areas.

Out of Class Activities

The school offers a variety of clubs:

- Tag Rugby
- Cricket
- Swimming (seasonal)
- Football (Halstead FC)
- Recorders (music)
- Art & Crafts
- Drama
- Gardening
- Netball
- Computers

Parents and Governors

Parents are informed when their child is placed on the register, usually at parents evening. Liaison between parents and teachers is encouraged. Governors are informed about the 'very able' and 'exceptionally able' pupils in the termly head teachers report to governors.

Creating a Learning Environment for the Gifted and Talented

Opportunities must include:

- Strategic thinking.
- Logical thinking.
- Self-direction with independence of thought and action.
- Opportunities to be involved in group work.
- Problem Solving and Investigations.
- Experience of failure or difficulty.
- Imaginative and creative work.
- High standard of expectation.
- Opportunities for originality.
- Opportunities for leadership.
- Quality as well as quantity.

- Opportunities for being led.
- Extension where appropriate
- Acceleration where appropriate
- Coping with difficulty.
- Time to incubate ideas.
- First hand experiences.
- Intellectual challenge.
- Individual attention.
- Time to dream.
- Recognition.
- Support.
- Variety.

Reviewed by Maria Trappitt **January 2010**

Shared with staff **January 2010**

Shared with Governors **March 2010**

Review date **January 2013**

HIGH ABILITY ASSESSMENT SHEET

Name of pupil: _____
Date of birth: _____ Date: _____

CHARACTERISTICS	Does not apply	Partly applies	Applies
Possesses extensive general knowledge.			
Has quick mastery and recall of information.			
Has exceptional curiosity.			
Shows good insight into cause-effect relationships.			
Asks many provocative, searching questions.			
Easily grasps underlying principles and needs the minimum of explanation.			
Quickly makes generalisation.			
Often seeks unusual, rather than conventional relationships.			
Listens only to part of the explanation.			
Jumps stages in learning.			
Jumps from concrete to abstract.			
Is a keen and alert learner.			
Sees greater significance in a story or film, etc.			
When interested becomes absorbed for a long time.			
Is persistent in seeking task completion.			
Is unusually interested in "adult" problems, such as religion, politics, etc.			
Displays intellectual playfulness: fantasies, imagines, manipulates ideas.			
Is concerned to adapt and improve institutions, objects, systems.			
Has keen sense of humour; sees humour in the unusual.			
Appreciates verbal puns, cartoons, jokes, etc			
Criticises constructively.			
Is unwilling to accept authoritarian pronouncements without critical examination.			
Mental speed faster than physical capabilities.			
Prefers to talk rather than write.			
Daydreams.			
Reluctant to practise skills already mastered.			
Reads rapidly and retains what is read.			
Has advanced understanding and use of language.			
Shows sensitivity.			
Shows empathy towards others.			
Sees the problem quickly and takes the initiative.			

TEST DATA

SATs levels Task/Test	English			Maths	Science
	Reading	Writing	Spelling		
Baseline					
Key Stage 1					
QCA: Year 3					
Year 4					
Year 5					
Key Stage 2					

Reading Age	
Date:	Score:

<p>Notes:</p>
