

Evington Valley Primary School
Caring and Learning Together

Able, Gifted and Talented Policy & Guidance

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Aims

The aim of this document is to ensure a consistent approach to the identification and support of the able, gifted or talented child through:

- An agreed, shared definition of the terms "able", "gifted", "talented"
- Identification of able, gifted or talented pupils as early as possible
- Identification by the use of objective assessment measures
- Meeting pupils' needs with a range of appropriate strategies
- Raising staff awareness of the range of strategies and resources available to them
- Providing access to a suitably differentiated and challenging curriculum
- An emphasis on creating opportunities for pupils to identify their gifts and talents and for abilities to flourish
- Fostering a culture of achievement by creating a climate of learning and excellence throughout the school
- Promoting opportunities for disadvantaged learners
- Working in partnership with parents/carers to help them promote children's learning and development
- Making use of links with other schools and the wider community to enhance learning opportunities
- Appointing a Gifted and Talented Co-ordinator to co-ordinate the above

Principles, Values and Entitlements

At Evington Valley Primary School, we value all children equally and endeavour to ensure that each child should have the opportunity to realise his/her potential in a challenging and supportive environment.

The DCSF defines gifted and talented children as: *'Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).'*

Our school will have, at any time, talented or gifted pupils, some of whom may be exceptionally able and this may be in one or more areas of learning.

Research has shown that by making provision for gifted and talented children, the standards of achievement are raised for all pupils. Therefore, we aim to make provision in the curriculum for our gifted and talented children to enable them to develop their gifts and talents.

Our definition of gifted and talented recognises academic performance as well as those who show outstanding artistic, musical and creative talent, physical skills, leadership qualities and the ability to process ideas and information. It also recognises that a child may possess this potential although performance may not currently reflect this.

What does gifted and talented mean for Evington Valley Primary School?

The Qualifications and Curriculum Authority defines gifted and talented as:

"Gifted and talented pupils are those that well exceed the expectations for their age group, either in all subjects or just one. The gifted and talented are a diverse group and their range of attainment will be varied, some do well in statutory national curriculum tests or national qualifications. However, being gifted and talented covers much more than the ability to succeed in tests and examinations. Therefore, it is impossible to set one way of identifying gifted and talented pupils."

And the DCFS offer this definition:

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

- 'Gifted' generally refers to the top 5-10% of the school population in academic subjects and 'talented' to the top 5-10% in other subjects. This amount may vary from year to year and often varies from school to school.
- 'Able' pupils refers to the performance of children within a particular year group that are working above average. Every class is differentiated to meet the needs of all children including an 'able' group. This 'able' group will include the pupils who are identified as 'gifted' or 'talented' or more rarely 'exceptionally able'.
- These pupils who have been identified as beyond the 'able' are the children that need additional provision.

Identification of able, gifted and talented children

There is a wide range of identification strategies available to assist schools. It is important to note that no single process should be used in isolation. The identification process needs to be ongoing. In the case of children with Dual or multiple exceptionalities the class teacher should liaise closely with the SEND co-ordinator as assessments may need to be tailored to meet the specific needs of the child. In order to help identify gifted children in an academic area of their learning the following criteria and questions need to be considered:

- *Must be at achieving at a level well above national expectation.*
- *Frequently scoring over 90% on any tests given.*
- *A clear gap between ability in one subject compared with others*
- *A clear difference between the provision that has to be provided for that individual child compared to the rest of the class.*

- *Dual exceptionalities E.g. a pupil with a SEN who is also G&T?*

The children identified as gifted, based on the areas above, need to be fulfilling a range of the criteria, not just one or two of them. This should enable the school, to separate those children who are gifted and those who are very good at taking tests.

In order for a child to be identified as talented in an area such as PE then the child would need to be competing at least at county level e.g. playing football for a Leicester City Academy or county cricket.

Once identified the class teacher will work alongside the Able, Gifted and Talented Coordinator to validate this nomination with assessment data. If agreed that the criteria are met, the child's name is entered in the G&T register, parents/carers are sent a letter to notify them and parents/carers may be invited to the school to discuss ways in which the child's needs can be met and how they can be supported. The gifted and talented register within the school is constantly updated with a more formal review taking place within the first two terms.

Modes of Working

The class teacher will:

- Take steps to liaise with year group colleagues and identify 'gifted' and 'talented' pupils across their year groups
- Assess/gather data to support the nomination
- Liaise with the Gifted and Talented Co-ordinator and parents/carers throughout the time the pupil is in their class
- Agree, plan and implement appropriate provision through using the school's planning framework where G&T provision is highlighted.
- Review provision regularly

Personalisation

From identification to practice personalised learning is about tailoring education to individual need, interest and aptitude so as to ensure that every learner achieves and reaches the highest standards possible, notwithstanding their background or circumstances.

For gifted and talented learners this includes:

- effective assessment for learning, so that planning takes account of prior learning, stretching curricular targets are set with pupils, and differentiated learning objectives and outcomes are shared;
- learning activities in the classroom which offer additional stretch through a combination of acceleration, enrichment and extension;
- opportunities for independent learning, and use of a range of learning styles;
- learning in settings beyond the classroom, for example in real-life contexts which support problem-solving and application of knowledge and skills;
- support in specific areas, for example through language support or mentoring, alongside increased challenge in areas of strength;
- above all, a rich provision for all, which provides further opportunities for identification.

It is the role of the Gifted and Talented Co-ordinator to:

- Identify children who are achieving at above ARE and liaise with class teachers
- Liaise with class teachers to identify gifted and talented pupils in a range of areas
- Make the teacher aware of the assessment data required
- Review with the class teacher the assessment materials and results
- Work with the teacher to support the pupil and plan provision
- Ensure contact is made with parents and keep them informed
- Maintain the G&T register and update annually
- Provide class teachers with resources to aid with gifted and talented provision

Appendix 1:

General Checklist for Identifying Gifted and Talented Students

| <i>Gifted and Talented students may:</i> | √ or x |
|--|---------------|
| possess extensive general knowledge, often know more than the teacher and find the usual reference books superficial | |
| show good insight into cause-effect relationships | |
| easily grasp underlying principles and need the minimum of explanation | |
| quickly make generalisations and extract the relevant points from complex material | |
| have mental speeds faster than physical capabilities and so be often reluctant to write at length | |
| prefer to talk rather than write and often talk at speed with fluency and expression | |
| be reluctant to practise skills already mastered, finding such practice futile | |
| have exceptional curiosity and constantly want to know why | |
| be inventive and original when interested | |
| ask searching questions, which tend to be unlike other students' questions | |
| often see the unusual rather than the conventional relationships | |
| be able to pose problems and solve ingeniously | |
| display intellectual playfulness, fantasise and imagine and be quick to see connections and to manipulate ideas | |
| read rapidly and retain what is read and can recall detail | |
| listen only to part of the explanation and appear to lack concentration or even interest but always know what is going on | |
| jump stages in learning and be often frustrated by having to fill in the stages missed | |
| leap from concrete examples to abstract rules and general principles | |
| have quick absorption and recall of information, seem to need no revision and be impatient with repetition | |
| be keen and alert observers, note detail and be quick to see similarities and differences | |
| see greater significance in a story or film and continue the story | |
| see problems quickly and take the initiative | |
| have advanced understanding and use of language but sometimes be hesitant as they search for and use the correct word | |
| become absorbed for long periods when interested and may be impatient with interference or abrupt change | |
| persists in completing activities when motivated | |
| often set very high personal standards – are perfectionists | |
| more than usually interested in 'adult' problems such as important issues in current affairs (local and world), evolution, justice, the universe etc | |
| be concerned to adapt and improve institutions, objects, systems, (e.g. can be particularly critical of school) | |
| be philosophical about everyday problems and common sense issues | |
| be perceptive in discussion about people's motives, needs and frailties | |
| daydream and seem lost in another world | |
| show sensitivity and react strongly to things causing distress or injustice | |
| often take a leadership role | |
| empathise with others and be very understanding and sympathetic | |
| be confident and competent | |
| express their own feelings | |

| <i>Gifted and Talented students may:</i> | √ or x |
|---|---------------|
| attribute ideas to others | |
| be self-effacing | |
| reflect on their own performance | |
| give inventive responses to open-ended questions | |
| have a keen sense of humour in the unusual and be quick to appreciate nuances and hidden meanings | |
| appreciate verbal puns, cartoons, jokes and often enjoy bizarre humour, satire and irony | |
| criticise constructively, even if sometimes argumentatively | |
| be unwilling to accept authoritarian pronouncements without critical examination and want to debate and find reasons to justify the why and the wherefore | |

Gifted and Talented Pupils Guidelines for Teachers (CCEA)

Indicators of gifts and talents related to phase

Some children display signs of high ability at an early age. However, since an individual's level of ability is not fixed and may develop significantly over time, the stage at which high potential is demonstrated will vary from one child to another. Teacher observation and informal assessment play an essential part in recognising high potential, particularly in the case of very young children. Whilst characteristics of high ability may be

displayed at any age, some features may become particularly prominent during one phase of development and of schooling. Similarly, it is important that schools and colleges should meet the needs of gifted and talented learners in ways which are most appropriate for the stage of personal, social and emotional development which has been reached. The table below provides some examples of particular characteristics and needs of learners which may be most prominent, though not found exclusively, during one phase of schooling or another. These are indicative and not definitive.

| Early Years | Primary | Secondary |
|---|--|--|
| Is it precocity or giftedness? | Needs fewer steps in process. | Questions rules/authority. |
| Uneven development. | Enjoys increased pace. | Non-conformity. |
| Gets cross if task too easy/hard. | Needs less instruction & practice. | High ability/low motivation. |
| Needs to own extended tasks. | Thrives on independent study. | Keen sense of justice. |
| May display 'unique creativity'. | Copes with abstract tasks. | Divergent thinking/creativity. |
| Often easily bored & disruptive. | Likes open-ended situations. | Excellent sense of humour. |
| Very good verbal/reasoning. | Needs to learn to fail. | Growing self-determination. |
| Needs enrichment more than acceleration. | Responds to a wide variety of creative opportunities. | May develop lifelong passion for field or hobby. |
| Can show reflection above age. | Needs to be encouraged to take risks. | Intellectual curiosity stands out. |
| Emotional literacy can lag behind academic work. | Needs to develop self-esteem in supportive environment. | Exceptional powers of concentration, stamina. |
| Identification for understanding and provision not labelling. | Whatever the intellectual level must remember <i>actual</i> age. | Needs to work with learners of similar ability in/out of school. |

Appendix 3:

Useful web links

Effective provision for gifted and talented children in primary education:

<http://www.gloucestershire.gov.uk/schoolsnet/CHttpHandler.ashx?id=46610&p=0>

Teaching Gifted and Talented Pupils:

http://www.slideshare.net/LKM_Consulting/teaching-gifted-and-talented-pupils-at-primary-level

National Association for Able Children in Education:

<http://www.nace.co.uk/>