

GIFTED & TALENTED POLICY

Policy reviewed by: Robert Bannon – Head, Catherine Marchant – SENDCo

Policy approved by:

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Reviewer's Signature: Robert Bannon & Catherine Marchant

Approver's Signature:

Please note: 'School' refers to Chatsworth Schools; 'parents' refers to parents, guardians and carers.
This is a whole school policy, which also applies to the Early Years Foundation Stage.

Overview

We believe in providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. The purpose of this policy is to help ensure that we recognise and support the needs of those children in our school who have been identified as 'gifted' and/or 'talented'. In national guidelines these pupils are defined under the more generalised term of 'most able' learners.

Definitions

At our school, the terms are outlined below:

- 'gifted' refers to a child who has abilities in one or more subjects at a level significantly above the independent average, typically in the more academic subjects
- 'talented' refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport, music or drama, or in art or design but who does not necessarily perform at a high level across all areas of learning

This policy is an integral part of the school's broader development of maximum inclusion of educational opportunity for all pupils and states our commitment to providing an environment in which all pupils are enabled to realise their potential.

Aims and Objectives

Our aims are to:

- ensure that we recognise and support the needs of all our children
- ensure we make the reasonable adjustment to allow our children to reach their full potential.
- enable children to develop to their full potential and beyond
- offer children opportunities to generate their own learning
- ensure that we challenge, stimulate and extend the children through the work that we set them
- encourage children to think and work independently
- take care of the emotional wellbeing of the children who may also need help to build their social skills within their peer group

Identification

A range of strategies to identify gifted and talented children are used. The identification process is ongoing and begins when the child joins our school. Each child's pre-school or school records give baseline assessment data and details of achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.

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

- test scores from both quantitative and qualitative tests
- teacher nomination (based on classroom observation, discussions with pupils, work scrutiny)
- parental nomination / information from outside school
- predicted test/ examination results
- reading / spelling ages
- checklist of characteristics (refer to Appendix 1)

The gifted and talented register is regularly reviewed and updated.

Implementation

Roles and Responsibilities

The Head has overall responsibility for monitoring the Gifted and Talented Policy and its implementation. The Head and SENDCO will ensure that the Gifted and Talented Policy is regularly reviewed and implemented effectively.

The Head and SENDCO will oversee the implementation of the policy, together with the evaluation of the quality of teaching and standards achieved by the gifted and talented pupils and any subsequent school improvement strategies and professional development required. The Head and SENDCO

- liaise with class teachers to ensure that the policy is understood and implemented
- assist class teachers to identify children who are gifted or talented
- ensure that the gifted and talented register is up to date
- monitor teachers' planning to ensure that suitable tasks are being undertaken
- regularly review the teaching arrangements
- monitor the progress of those on the register through ongoing discussion with teachers • ensure opportunities are provided to meet individual needs i.e. specific clubs

Teaching and Learning

Teachers plan carefully to meet the learning needs of all children. Provision for gifted and talented pupils should be highlighted in either medium or short-term planning. In the case of subjects such as PE, Music and Art, this may take the form of a list of opportunities.

We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning, such as by providing:

- coherent management of pupil groupings and recognition 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
- provision of opportunities for gifted and talented pupils to work with pupils of similar ability

- mentoring and additional provision for pupils of exceptional ability
- enrichment/extension activities and tasks
- individual activities within a common theme that reflects a greater depth of understanding and higher level of attainment
- differentiation within subject areas
- opportunities for pupils to develop independent learning by organising their own work, carrying out tasks unaided, evaluating their work and becoming self-critical particularly through project-based tasks with extension opportunities

More able children need to meet failure. When they get everything right most of the time, the need to succeed can put excessive pressure on them; they can become intellectually idle and could fail to develop good learning strategies. Taking risks in a safe environment is essential to their continued development. Some more able children are prone to perfectionism; for them it is even more important that they understand that failure not frowned upon. It is an opportunity to learn and improve.

Learning is also enriched through regular homework activities linked to the work being undertaken in class. This offers teachers a further opportunity to set work at the level of individual children and have appropriate expectation of achievement. A range of Gifted and Talented activities can and should be accessed through the IT curriculum.

British Values and SMSC – We ensure all children are made aware of links to British values and SMSC throughout all topics taught. This is done through our comprehensive PSHE policy and engrained in our whole school culture and ethos.

Out of Class Activities

The following are offered on a regular basis and, although these benefit all pupils, they give opportunities for gifted and talented children to practice and extend their skills.

- enrichment days and outside speakers
- school clubs- sporting, academic, crafts and music
- musical festivals and sporting competitions
- educational visits that enrich and develop learning

We also identify where outside clubs and groups should be contacted and encourage parents to make links with them.

We aim to create an ethos where 'it is OK to be bright' and where gender stereotypes are dismantled and transcended and to be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievement.

Monitoring and Evaluation

The Head and SENDCO will coordinate the monitoring of progress of children on the gifted and talented register.

The Head and SENDCO will ensure that the professional development programme includes relevant aspects of gifted and talented provision.

The Head will review this policy annually or earlier if necessary.

Appendix 1

Checklist for the Characteristics of Gifted and Able Pupils

No pupil will demonstrate all the characteristics noted, nor will a characteristic be evident all the time, but a pupil showing a significant number of them could have exceptional potential.

Learning:

- is a rapid learner, who understands advanced topics easily
- shows insight and fantasises about cause-effect relationships
- persists in completing tasks
- sees the problem quickly and takes the initiative
- learns basic skills quickly and with little practice
- is reluctant to practise skills already mastered, finding such practice futile
- follows complex directions easily
- constructs and handles high levels of abstraction
- can cope with more than one idea at a time
- has strong critical thinking skills and is self-critical
- has surprising perception and deep insight
- is a keen and alert observer, notes detail and is quick to see similarities and/or differences
- displays intellectual and physical restlessness; once encouraged, is seldom a passive learner
- has a remarkable range of general (or specialised) knowledge in one or more areas
- possesses extensive general knowledge (may know more than the teacher) and finds classroom books superficial
- explores wide-ranging and special interests, frequently at great depth
- has quick mastery and recall of information, seems to need no revision and is impatient with repetition
- learns to read early and retains what is read; can recall in detail
- has advanced understanding and use of language
- demonstrates a richness of imagery in informal language and brainstorming
- can ask unusual (even awkward) questions or make unusual contributions to class discussions

- asks many provocative, searching questions which tend to be unlike those asked by other pupils of the same age
- has exceptional curiosity and constantly wants to know the reasons why
- displays intellectual playfulness; fantasises and imagines; is quick to see connections and manipulate ideas
- often sees unusual, rather than conventional, relationships
- can produce original and imaginative work, even if defective in technical accuracy (e.g. poor spelling and/or handwriting)
- mental speed is faster than writing ability, so is often reluctant to write at length • prefers to talk rather than write and talks at speed with fluency and expression

Behavioural:

- sets very high personal standards and is a perfectionist
- is success-oriented and hesitates to try something where failure is possibility
- demonstrates a sense of humour and loves incongruities, puns and pranks
- may be behind peers in manual dexterity, which can be a source of frustration
- can have a negative self-concept and suffer from poor social acceptance by age peers
- daydreams and seems lost in another world
- listens to only part of the explanation and sometimes appears to lack concentration, but always knows what is going on when questioned
- usually knows the answer
- often prefers company of older students and adults
- when interested, becomes absorbed for long periods and may be impatient with interference or abrupt change
- can be stubborn in own beliefs
- shows sensitivity and reacts strongly to things causing distress or injustice
- empathises with others and often takes a leadership role
- very understanding and sympathetic
- shows unusual interest in adult problems such as important issues in current affairs (local and world), evolution, justice, the universe, etc.