



## Oaklands Community Primary School More Able Gifted and Talented Pupils Policy

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.

**At Oaklands Primary School we wish to create a centre of excellence for Primary Education where high quality teaching and purposeful learning in Maths, Literacy, Science and ICT, backed by a broad and balanced curriculum, create the climate for high achievement of all pupils.**

As a school we are committed to working for quality and equality of opportunity.

### Aims

This policy is intended to support the following aims:

- To provide a forward thinking child centred learning environment where children are able to grow, develop and succeed safely and securely.
- To provide effective teaching and learning, enabling children to become independent well rounded individuals and confident to take ownership of their own learning.
- To work in unison with parents, carers and the community.
- To inspire children to raise their self-esteem and aspirations.
- Greater enterprise, self-reliance and independence for all children.

In order to achieve these aims, we will ensure all children have opportunities to develop specific skills or talents.

### Definition

The term 'gifted and talented' is not to be understood as referring to the most able children in the national population. The term should be seen as relative and refers to the **top 5% to 10% of any school**, regardless of the ability profile of the pupils at the school.

The DfE guidance suggests that the G&T cohort should comprise roughly 10% in any year group.

### Identification

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

- Test scores (end of key stage levels; CAT scores)
- Teacher nomination (based on classroom observation, discussions with pupils, work scrutiny)
- Parental nomination (especially if there is an out of school element of G&T)
- Predicted test/ examination results
- Reading ages

### Roles and Responsibilities

#### The Class Teacher:

- Looking for chances to widen the learning activities through the opportunities they provide in their planning
- Providing an active curriculum
- Providing a creative curriculum
- Keeping a register of G&T pupils and updating it as necessary

- Providing an exciting room where children want to be e.g. interesting writing areas/role play areas, interactive displays, etc.
- Encouraging pupils to take risks, to play with ideas, and to see failure as a learning experience
- Nurturing the able, as they would the least able, both academically and emotionally
- Helping pupils to set their own goals for improvement
- Monitoring the performance of the most able
- Providing rigorous and constructive feedback , as often as possible, on pupil's work through evaluative marking
- Seeking help from colleagues who might be experienced in this area
- Liaising with parents

### **The Headteacher/The Gifted and Talented Co-ordinator**

- Supporting the staff in their identification and monitoring of Gifted and Talented pupils
- Acting as an advocate for the G & T pupils
- Keeping a School Register of G&T pupils
- Sharing information with staff and contributing to CPD
- Contributing to whole school policy making, self-evaluation and resource allocation
- Liaising with the governors and members of the community
- Encouraging the development of suitable in-house extra-curricular activities for the children
- Making use of external support

In addition:

#### **The G and T coordinator**

- Providing support and advice for colleagues
- Monitoring the child if requested
- Purchasing appropriate resources
- Liaising with outside agencies

#### **Governors:**

- Ensuring that a named governor has responsibility for Gifted and Talented (SEND Governor)
- Ensuring that the school meets its statutory responsibilities towards Gifted and Talented learners
- Undertaking visits to monitor and evaluate the Gifted and Talented provision

### **The Learning Environment and Curriculum**

The heart of good provision for the gifted and talented will be what happens in the classroom . Some children may present challenging behaviour to teachers and teaching assistants, these challenges may come in the form of asking difficult questions, refusal to complete a task, making smart remarks, etc.

Some more able children require as much adult intervention and encouragement as less able children **require**. They may lack confidence in their own ability, or judgement, in the same way as any other pupil.

The effective classroom and curriculum should provide opportunities for:

- Self-direction and using independent thought and action
- Group work – in order to give them a chance to work with similar children and also to give them the opportunity to lead
- Experiencing failure or difficulty in a nurturing environment
- Debate and discussion
- Imaginative/creative work
- Developing physical prowess

### **Enrichment and extension**

Enrichment allows the child the opportunity to work at a deeper or more complex level. Challenging questions might further stimulate the child and may lead to a deeper understanding of a subject/topic.

For example:

*'What would happen if...'*

*'Why would you think that is the case?'*

*'Why do you think that the author chose to end the book in that way?'*

Enrichment offers a horizontal flexibility to the curriculum within the child's teaching group. These sorts of activities can also be undertaken at home or at out of school events.

Extension enables the child to move through the curriculum at a faster rate than their peers. This may mean that a pupil can make rapid progress but may not be emotionally ready to cope. Extension tasks should encourage:

- Reflection
- Recognition that there may be a range of answers
- Consideration of difficult or problematic questions
- Recognition of connections between past and present learning
- Formulation of individual opinions

### **Out of Class Activities**

The following are offered on a regular basis and, although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practice and extend their skills.

- Enrichment days
- Residential experiences
- School clubs
- Musical and sporting activities

**We also recognise that those pupils who are gifted and talented do not always show their ability. Such pupils are gifted and talented even though their abilities may be hidden or remain as potential.**

### **MONITORING AND REVIEW**

This policy is monitored by the appropriate Committee of the Governing Body and will be reviewed every two years, or before if necessary.

Date approved: \_\_\_13 November 2019\_\_\_\_\_ Date of review: \_\_autumn 2021

Signed \_\_\_\_\_K Parr\_\_\_\_\_Headteacher

## Characteristics of Gifted and Talented Pupils

There is amongst children, that are more able, a range of outstanding abilities which can be used to determine Gifted and Talented. *Howard Gardner (1993)* identified **Multiple Intelligences**:

- **Linguistic** (facility with language)
- **Mathematical/Logical** (reasoning, organisation, calculation, abstract and structured thinking)
- **Visual/Spatial** (ability to think in pictures/mental images, uses movement to assist learning)
- **Musical/Auditory** (skill with rhythm, pitch and musical patterns)
- **Kinaesthetic** (physical skills, hand-eye co-ordination)
- **Interpersonal** (skill in communicating, leadership, sensitivity to others)
- **intrapersonal** (self-awareness, self-motivation, self-directing)
- **Natural** (skill in the natural sciences).
- *Ogilvie (1973)* identified:
- **Physical talent**
- **Visual and performing arts**
- **Outstanding leadership or social awareness**
- **Creativity**
- **High intelligence**

A checklist of **some** of the characteristics of G&T learners

- Possesses extensive general knowledge – often knows more than the teacher
- Has quick mastery and recall of information
- Has exceptional curiosity and asks 'why' all of the time
- Shows an insight into cause and effect
- Easily grasps underlying principles
- Quickly makes generalisations
- Listens to only part of an explanation and seems to lack concentration – but when questioned usually knows what is going on
- Jumps stages in learning
- Leaps from concrete examples to abstract rules and general principles
- Notes detail - is a keen observer
- Sees a greater significance in a story or film to the majority
- Often becomes interested for a long time in a particular topic/idea and may be impatient with interference
- Sets high personal standards
- Is interested in adult problems and current affairs, justice, politics, etc.
- Imagines, is playful with ideas, is quick to see connections, manipulates ideas
- Can be particularly critical of, and keen to improve, institutions
- Has a keen sense of humour
- Appreciates verbal puns, cartoons, irony, satire, etc.
- Argues constructively
- Unwilling to accept authoritarian pronouncements without critical examination
- Mental speed faster than physical speed so often avoids writing at length
- Prefers to talk rather than to write
- Daydreams
- Reluctant to practise mastered skills
- Reads rapidly and retains detail
- Has advanced understanding and use of language
- Sensitive and reacts to injustice
- Empathizes and can be understanding and sympathetic
- Sees the problem quickly and takes initiative

## **Underachievement**

Some of our most able pupils may try to hide their potential e.g. a child who refuses to record; to present their findings neatly; to contribute to class discussions; the learner with SEN; or the disruptive child. Teachers must be aware of this as they assess the children. In addition, some able children may already have low self-esteem or may have developed poor study habits.

### **Profile of an underachiever:**

- Poor test performance
- Poor written work but orally knowledgeable
- Superior comprehension
- Apparently bored
- Achieving below expectations in basic subjects
- Inattentive
- Poorly done/incomplete daily work
- Absorbed in a private world
- Dislikes practice work
- Prefers the company of adults or older children
- Tactless
- Excessively self-critical
- Unable to make good relationships
- Emotionally unstable
- Low self esteem
- Has a wide range of interests.

### **These things encourage underachievement:**

- Inflexibility in the classroom
- A perceived lack of respect from teachers or parents
- A competitive social climate
- Dominance of criticism from home/school
- An unrewarding curriculum
- Work too easy or tasks lacking in purpose
- A lack of opportunity to communicate what they have learned

### **Organisational and in-class approaches**

Important strategies include:

- The coherent management of pupil groupings (whether in mixed ability groups or ability sets) 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.
- The provision of opportunities for gifted and talented pupils to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with older pupils occasionally.
- Mentoring and additional provision for pupils of exceptional ability.
- The provision of enrichment/extension activities and tasks.
- Differentiation within subject areas.
- The development of independent learning by allowing pupils to organize their own work, to carry out tasks unaided, evaluate their work and become self-critical.