

# **BASTON CE PRIMARY SCHOOL**

## **MORE ABLE, GIFTED AND TALENTED CHILDREN POLICY**

### **1. Aims:**

#### **The School Brochure for Parents states:**

At Baston School, we want to challenge all learners to attain their greatest personal potential through effective inspirational teaching and learning, that every child can recognise his or her success, celebrating their achievements and ensure equal opportunities for all to participate fully in lifelong learning and the work of the school.

#### **The School aims to:**

- Ensure that school policies include a focus on the needs of the more able children, as well as those more formally identified as “Gifted and Talented”. (See ‘Definitions’, below) hereafter referred to as the ‘Gifted and Talented’.
- Develop effective school-wide strategies to identify, educate and support such children so as to nurture their capacity for unrestricted learning and creative thought.
- Ensure these methods are taken up, adapted and used in every class / subject area.
- Ensure there are clear roles and responsibilities for Gifted and Talented children within the School, particularly concerning:
  - i) the named Teacher with specific responsibility for Gifted and Talented.
  - ii) the named Governor with specific responsibility for Gifted and Talented

### **2. Definitions:**

- ‘Gifted’ pupils are defined as those with particular abilities in one or more subjects of the statutory school curriculum.
- ‘Talented’ pupils are defined as those with particular abilities in the creative or performing arts such as art and design, music, PE, dance and drama.
- We are told the top 5-10% of pupils should be regarded as gifted and talented, although the traditional concept of ‘Gifted and Talented’ in educational psychology terms is restricted to a much smaller percentage of children, possibly just 1% or 2%.

**The 10% figure must be seen to include those previously designated as “More Able”** and many of these children need no extra special attention in a good, broad, balanced and differentiated curriculum.

The following criteria (as specified in 'Identifying Gifted and Talented Learners – Getting Started': DCSF publication) can be used to identify a truly gifted or talented child related to phase.

<b>Early Years</b>	<b>Primary</b>
Is it precocity or giftedness?	Needs fewer steps in process.
Uneven development	Enjoys increased pace.
Gets cross if task too easy/hard.	Needs less instruction and practice.
Needs to own extended tasks.	Thrives on independent study.
May display 'unique creativity'.	Copes with abstract tasks.
Often easily bored & disruptive.	Likes open-ended situations.
Very good verbal/reasoning.	Needs to learn to fail.
Needs enrichment more than acceleration.	Responds to a wide variety of creative opportunities.
Can show reflection above age.	Needs to be encouraged to take risks.
Emotional literacy can lag behind academic work.	Needs to develop self-esteem in supportive environment.
Identification for understanding and provision not labelling.	Whatever the intellectual level must remember <i>actual age</i> .

The true nature and potential of a gifted or talented child needs to be identified before appropriate provision can be made. However, not all gifted and talented children are easily identified.

For identification and support purposes, gifted and talented pupils can be grouped as follows:

- **Broadly gifted / talented** – excelling in all they do and enjoying their success.
- **Gifted / talented** – possessing a particular ability in one area
- **Rebellious gifted** – possess a range of behavioural problems that manifest themselves in disruptive behaviour and under-achievement.
- **Creatively gifted** – deep thinkers who are often unpopular with their peers due to a perceived lack of social skills and 'things in common'.
- **concealed gifted** – underachievers who do not want to be different from their peers and so merge into their peer-group.

In this school, we use criteria laid out in Lincolnshire County Council's Policy and Strategy for supporting Gifted and Talented Children to identify children who are not just exceptionally able or talented in 'absolute' terms, but who are also more able relative to their own class and year group here at Baston.

These children will display a marked aptitude in one or more of the following skills areas:

- Linguistic or verbal.
- Spatial-motor.
- Logical-mathematical.
- Musical.
- Bodily-kinaesthetic.

- Inter-personal.
- Intra-personal.

Such abilities will be displayed in the following spheres of activity:

- Physical talent.
- Mechanical ingenuity.
- Visual or performing arts.
- Leadership and social awareness.
- Creative and productive thinking.
- Specific academic ability.

### **3. Identification:**

'More Able/Gifted and Talented' children are identified in different ways:

- i) Formally by their performance in standardised tests:
  - Foundation Stage Profile
  - KS1 SAT's
  - Interim SAT's (QCA tests for Yr 3 / 4 / 5)
- ii) Informally based on their performance in class, as assessed by the class teacher. These may reinforce a teacher's judgement or show up children of high ability who may not be achieving their full potential.
- iii) Use of Pupil Tracking Data.
- iv) External experts eg. Educational Psychologist.
- v) Parental Information.
- vi) Information from previous schools.

**Once identified, children will be put onto the school 'Register for More Able, Gifted and Talented Children', which will be distributed to all staff.**

### **4. Strategic Provision:**

#### **a) The Curriculum**

**For all pupils, a well-structured school curriculum that incorporates differentiation gives them an environment in which they can flourish.**

To ensure that pupils who have been designated as 'Gifted and Talented' are appropriately challenged, teachers will frequently modify the scale or extent of the task with which they are presented. In addition, such pupils are encouraged or required to read, write, talk about their work and to engage in discussions and/ or to work with similarly able pupils.

It must be remembered that gifted and talented children may be academically several years ahead of their peers, but they are still likely to be emotionally

and socially at their chronological age. They may well need extra pastoral care, and this can be made available through our own staff or 'outside' counselling services, if required.

The following list highlights the range of issues that have been considered when seeking to meet the needs of 'Gifted and Talented' pupils:

- Planning schemes of work and the broader curriculum with specific consideration being given to the gifted and talented pupils.
- Related 'teaching and learning' issues, e.g. resources, differentiation, teaching and learning styles.
- Developing enrichment and extension materials to stretch the most able
- The structure and dynamics of different learning groups.
- How we identify 'Gifted and Talented' children, and, then assess their potential.

The above strategies are also set in the context of:

- i) Setting by ability for English and /or Maths as appropriate.
- ii) The challenges presented by individual pupil targets and pupil self-review.

#### **b) Extra-curricular Activities**

The School has a large number of after-school clubs that allow us to support further 'Gifted and Talented' pupils in many different ways. Examples of available opportunities are:

- Opportunities to improve musical skills.
- Opportunities to improve physical skills.
- Opportunities to improve thinking skills.
- Specialist coaches organise a variety of physical activities within school.

Clubs allow non-specialist staff/parents/others with a particular interest or talent to offer their experience and/or time to broaden and enrich the curriculum offered to the pupils. They also allow children of different ages and abilities to interact. Staff and pupils also have the opportunity to meet in a less formal manner. This can improve/ enhance relationships in the classroom.

### **5. Roles and Responsibilities:**

#### **a) The Role of the Governors:**

- To ensure there is a focus on 'Gifted and Talented' children in school.
- To have more specific oversight and responsibility for the provision for Gifted and Talented children within school and to ensure adequate resourcing.

The appointment of a Governor to take special interest in "Gifted and Talented Children" indicates the high priority the Governing Body places on these issues.

**b) The Role of the Senior Management Team:**

- Effectively plan and manage a common approach towards organisational excellence.
- To ensure that identified objectives are met against agreed quality, timescale and cost parameters. These objectives should address both individual and school needs through setting and achieving specified targets in the School Development Plan.
- To ensure that staff development and deployment shows an awareness of 'Gifted and Talented' pupil.
- Lead and motivate the staff, and initiate whole school activities related to gifted and talented pupils.
- To review the curriculum annually in order that it retains continuity, progression, breadth and balance.
- To have a strategic role in promoting co-operation and collaboration across the whole school and curriculum with respect to 'Gifted and Talented'.
- To maintain a school-wide policy of rewards and recognition for outstanding work and/or progress, and the creation of opportunities appropriate to that end.
- To include mention of 'Gifted and Talented' children in the School's "Parent Information Booklet".

**c) The role of the Co-ordinator for More Able, Gifted and Talented Children:**

- To ascertain the professional development needs of staff, and work with the Headteacher to provide appropriate support.
- To review the school policy for 'Gifted and Talented' pupils on an annual basis.
- To assist subject co-ordinators in revising subject policies to take account of the needs of 'Gifted and Talented' children.
- To ensure that the curriculum is planned to cater for the needs of 'Gifted and Talented' children.
- To assist subject co-ordinators in providing suitable resources for 'Gifted and Talented' pupils.
- To ensure that identification and tracking procedures are in place throughout the school and that they are used to maintain a register of 'Gifted and Talented' pupils.
- To advise on the setting of appropriate targets for 'Gifted and Talented' children.
- To promote extra-curricular activities both in school and the wider community to help meet the needs of 'Gifted and Talented' pupils.
- To ensure that appropriate records are kept and passed on to the next year group and/or next phase of education.
- To promote opportunities for 'Gifted and Talented' pupils to work together
- To ensure that parents are well informed.
- To advise the Governing Body on the work of the school in relation to the 'Gifted and Talented' children.

**d) The Role of the Class Teacher:**

- To assist in the identification and referral to the Subject Leader for 'Gifted and Talented' children/the appropriate Subject Coordinator/Key Stage Coordinator/SENCo of those children who are deemed More Able, Gifted and Talented and who need support.
- To keep details of 'Gifted and Talented' children within the class file.
- To ensure that 'Gifted and Talented' children have access to the curriculum at an appropriate level by providing:
  - i) A situation in which each pupil's exposure to content and skills matches his/her rate of learning.
  - ii) Alternative, differentiated materials and a range of learning strategies.

Signed .....  
**Headteacher**