



Normanhurst School

Able, Gifted and Talented Pupils Policy

1. Introduction

A key feature of our School's Mission Statement is that we wish to create a culture of achievement. Normanhurst School believes in providing the best possible provision for pupils of all abilities. We believe that all pupils are entitled to make the greatest progress possible. We believe that any special abilities or talents should be identified as early as possible and be developed during the pupils' time at this School.

At Normanhurst School, the terms are distinguished as follows:

- 'Gifted' refers to a child who is achieving a level well above the average in comparison to their peers in an academic subject
- 'Talented' refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport or music or art.

Planning for gifted and talented pupils will be most effective when it is a part of the process of planning for a class and is fully embedded in the School's planning formats. We also recognise the importance of enrichment activities for Gifted and Talented pupils and will aim to provide such opportunities for our pupils within and outside the School.

2. Aims

In relation to this policy our aims are to:

- Ensure that all staff can successfully identify gifted or talented pupils
- Enable such pupils to develop to their full potential by providing an education that is appropriate to their abilities and needs
- Offer these pupils opportunities to generate their own learning
- Ensure that we challenge, develop and extend the pupils' thinking skills through differentiated, extended and enriched learning activities
- Encourage all such pupils to think and work independently
- Develop the specific skills or talents of each pupil
- Be concerned not only for pupils' academic development, but also for their spiritual, moral, social and cultural development
- Involve and encourage parents in meeting the needs of their gifted or talented pupils

3. Identification of Gifted and Talented Pupils

Identification will be through a balance of different approaches and strategies. A Gifted and Talented Child Register will be drawn up using the following kinds of evidence:

- The David George Criteria (see below)
- Teacher nominations based on relevant assessment profiles and assessments in lessons
- Feedback from identification tests such as ASPECTS, PIPs, InCAS, PIRA, MidYIS, INSIGHT, Yellis
- Parent consultation - teachers discuss the pupils' progress with parents at consultation evenings and through written reports once/twice a year depending on the child's age

The identification process is ongoing and begins when each child joins the School. When the youngest children join our Kindergarten they have comprehensive observations written about them, which include any specific aptitude in a particular area.

The identification process will include the following criteria:

Bright Child...Gifted Learner (David George)

| Bright Child | Gifted Learner |
|---|---------------------------------|
| Knows the answers | Asks the questions |
| Is interested | Is highly curious |
| Has good ideas | Has wild, silly ideas |
| Works hard | Plays around yet tests well |
| Answers the questions | Discusses in detail, elaborates |
| Is in the top group | Is beyond the top group |
| Listens with interest | Shows strong feelings, opinions |
| Learns with ease | Already knows |
| Enjoys peers | Prefers adults |
| Grasps the meaning | Draws inferences |
| Completes assignments | Initiated projects |
| Is receptive | Is intense |
| Copies accurately | Creates a new design |
| Enjoys school | Enjoys learning |
| Absorbs information | Manipulates information |
| A technician | An inventor |
| Good at memorising | Good at guessing |
| Enjoys straight forward sequential presentation | Thrives in complexity |
| Is alert | Is keenly observant |
| Is pleased with own learning | Is highly self-critical |

Children in our Kindergarten and Reception classes are assessed using the Early Years Foundation Stage Profile format. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's EYFS Profile when planning for individual needs.

Gifted pupils in English and Humanities are identified when they:

- Demonstrate relatively high levels of fluency and originality in their conversation
- Consistently produce written work of a high standard
- Use research skills more effectively to collect and categorise information
- Enjoy reading
- Respond well to a range of tests at a more advanced level
- Use a wider vocabulary
- Enjoy working with words
- Are able to see the 'bigger picture'
- Can see issues from a broader perspective
- Are able to use more advanced skills when engaged in discussion
- Are able to consistently display creativity in their work.

Gifted pupils in Numeracy/Mathematics are identified when they:

- Explore a broader range of strategies for solving a problem
- Are more curious when working with numbers and investigating problems
- See solutions more quickly, without needing to try all the options
- Look beyond the question in order to hypothesise and explain

- Work more flexibly
- Establish their own strategies
- Enjoy manipulating numbers.

In addition he/she may:

- Finish his/her work and extension work quickly
- Be able to complete his/her work and extension work but shows no interest in doing so
- Be interested in things that are normally associated with an older child
- Communicate well with adults, often better than with their own peer group
- Have a wide range of interests, some of which may be almost obsessions
- Demonstrate exceptional insight or perception
- Have a good memory, enabling access to a wide range of general knowledge
- Be Sensitive
- Have strong views on what is fair or right
- Have an original and lively imagination, often linked to a similar SENDse of humour
- Be disruptive if not occupied or stretched
- Be low in personal organisation
- Be 'gifted' orally, but not in written work (often applies to boys)

Talented pupils in non-academic subjects are identified when they demonstrate some/all of the following general abilities:

- Can develop original material from a stimulus
- Are focused and committed to achieve
- Grasp new skills and abstract concepts quickly
- Exhibit creativity and spontaneity whilst solving problems or developing ideas
- Have a strong desire to create in the visual form
- Show a passionate interest in the world of Art and Design/Music/Sport and Dance
- Understand that ideas and meanings in their own and others' work can be interpreted in different ways
- Think and express themselves in creative and original ways
- Push the boundaries of normal processes (they test ideas and solve problems relating to issues).

In Sport/Dance the talented child may also:

- Demonstrate excellent visual/spatial awareness
- Make new connections and synthesise ideas independently and collaboratively (dance)
- Demonstrate a specific acquisition of skill level in a practical task significantly above their peers
- Be able to successfully extend a task without teacher direction.

In Art the talented child may also:

- Use materials, tasks and techniques skilfully
- Learn new approaches easily
- Be able to critically evaluate visual work and other information
- Exploit the characteristics of materials and processes.

In Music the talented child may also:

- Learn and retain new tunes quickly
- Show an innate sense of the key structure and pitch
- Be able to keep a steady pace regardless of what happens around them
- Repeat back more complex or longer rhythm patterns
- Display a distinct sense of internal rhythm
- Be able to listen for sustained periods of time

- Be able to discern textures within a piece of music
- Recognise quickly instruments and themes (analytical listening)

4. Procedure and Provision

- When a gifted/talented pupil is identified by a class/specialist subject teacher, s/he should consult the relevant Gifted and Talented Co-ordinator and draw up criteria on which the judgement is being made.
- The child's name will then be entered in the Gifted and Talented Register, which will be kept by the relevant Co-ordinator and uploaded to the staff portal.
- The Gifted and Talented Co-ordinator will liaise with the relevant Subject Co-ordinator and specialist/class teacher to identify whether further differentiated work within the classroom will extend the pupil's gifted/talented abilities.
- The Headmistress, SLT and parents will be informed.
- The Gifted and Talented Co-ordinator will monitor the input given to the pupils involved to ensure that all of the needs of these pupils are being met within the curriculum.
- Regular discussions will be held to review the provision. These will include members of SLT and the Headmistress.
- Provision may involve focused teaching, whereby specific planned time is used by the class teacher, specialist teacher or support staff to work with the gifted child.
- The School will undertake an annual Gifted and Talented Provision Audit looking at the impact of provision and outcomes for the able gifted and talented. This will be discussed in junior and senior department meetings.

5. Teaching and Learning Style

Our teachers plan carefully to meet the learning needs of all the pupils. We give all pupils the opportunity to show what they know, understand and can do. Class teaching that responds to the needs of Gifted and Talented pupils may involve strategies such as:

- Challenging – providing activities and experiences that engage interest and stimulate thought and action at a high level
- Setting pupils more complex tasks that combine objectives or require them to apply objectives in less familiar contexts with/without support from a member of staff
- Enrichment – adding breadth and range to a pupil's attainment and progress through activities and experiences that consolidate and widen the pupil's knowledge, skills and understanding
- Extension – providing opportunities for pupils to increase the depth of their knowledge, skills and understanding by setting an individual activity with a common classroom theme
- Acceleration – allowing pupils to progress through their work at their own rate of learning. In some cases this may involve using objectives from those outlined for later years
- Setting more demanding criteria for learning outcomes and for assessing these individually and/or in a small group

- Specialist teaching – providing teaching that utilises the particular skills and expertise of individual teachers
- Team teaching – team-based approaches in a year group, or across year groups, which enable the skills or enthusiasms of particular teachers to be made more widely available to Gifted and Talented pupils.
- Differentiation – modifying the learning experiences of Gifted and Talented pupils to promote the opportunities for them to engage primarily in higher-order thinking skills
- Out-of-class activities – these offer talented achievers the opportunity to further extend their learning through:
 - Extra Curricular Clubs (School-based)
 - Extra Curricular Clubs (non-School-based)
 - Music practice, performance and competitions
 - Sports practice, performance and competitions
 - Special events eg. residential visits
 - Community projects
 - Charity events
 - Instrumental Music lessons such as piano or recorder
 - A range of educational visits which enhance the curriculum
 - Visits by experts to the School such as *NRICH*
- Homework – learning is also enriched through regular homework activities linked to the work being undertaken in class. This offers teachers the opportunity to set work at the level of individual pupils, and to extend the gifted child with ‘open-ended’ questions.

6. Roles and Responsibilities

The Gifted and Talented Co-ordinators, with reference to the SEND policy, organise the provision and practice within the School for Gifted and Talented pupils. Their roles include:

- Supporting staff in the identification of and setting up of provision for Gifted and Talented pupils
- Collating and monitoring the register of Gifted and Talented pupils
- Helping staff in the planning, provision and monitoring of class-based activities
- Regularly reviewing the teaching arrangements for these particular pupils in collaboration with the SENDCo
- Liaising with parents on related issues when required
- Promoting the School’s agreed policy and practice with regard to the teaching and learning provision for Gifted and Talented pupils
- Auditing the quality of provision, writing action plans for school improvement, and monitoring and evaluating progress with such action plans, in partnership with the Headmistress and Senior Leadership Team

The Heads of Department/Subject Coordinators will endeavour to locate suitable material/tasks for each identified Gifted and Talented child, which should be passed to the appropriate class teacher or specialist teacher.

The class/specialist teachers will:

- Fulfil their role in the identification of Gifted and Talented pupils
- Deploy the agreed professional approaches to the development of Gifted and Talented pupils
- Ensure that the parents of these pupils have ample opportunity to contribute to, and receive feedback about, the assessments of their pupils’ progress.

7. Monitoring and Reviewing

The Headmistress, in liaison with the Gifted and Talented Co-ordinators, Senior Leadership Team and SENCo, monitors the School's provision for Gifted and Talented pupils. The team supports the classroom/specialist teachers to help these pupils reach their full potential

The Gifted and Talented Co-ordinators provide feedback to the Senior Leadership Team on an annual basis. This monitoring may include feedback from parents and pupils, as well as regular classroom observations of teaching and learning and evaluations of pupils' written work.

The class/specialist subject teacher collects samples of work from the higher achievers in order to demonstrate the standards that they are achieving and passes them to the Gifted and Talented Co-ordinators. These examples are used to inform the process of identifying the Gifted and Talented.

Appendices:

1. Identification of Gifted and Talented pupils sheet
2. Gifted and Talented Audit sheet

Gifted and Talented Audit

Please would each subject coordinator/head of department complete this Gifted and Talented Audit so that we are aware, as a school, of what is currently being offered to encourage, motivate and extend our most able learners. Please be honest in what you include so that we can determine how to further develop our provision. There are 2 areas to consider: what is provided **within** lessons and what is provided **outside**. Please provide examples of extension activities and outcomes thereof.

| Key Stage | What is provided in lessons | Examples/ explanation | What is provided outside lessons | Examples/ explanations |
|-----------|-----------------------------|-----------------------|----------------------------------|------------------------|
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| | | | | |

Identification of Gifted/Talented Pupils

To be completed by the class/specialist teacher and passed to the G&T Co-ordinator/Headmistress.

Name of Pupil: _____

Class: _____ Age: _____

Date of Birth: _____

Is this child gifted academically?

Please state in which subject/s: _____

Provide details:

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Can this ability be dealt with in the classroom by differentiated work?

Yes / No / Partially

Would this child be further extended by 1:1 or small group learning sessions outside the classroom

Yes / No / at specific times during the year

Is this child talented in a non-academic subject?

Please state in which subject/s: _____

Provide details:

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Does this child attend extra-curricular activities to extend their talent in school? *Yes / No*

Does this child attend activities outside school to extend their talent?

Yes / No

Identified by _____ (class/specialist teacher)

Please give copies to G&T Coordinator and Headmistress