



## **GIFTED AND TALENTED PUPILS POLICY**

### **Rationale:**

Our school will have, at any time, a number of extremely able, talented or gifted pupils, some of whom may perform at a level that well exceeds the level of others in their class or that expected for children in their age group. This may be in one or more areas of learning. Their performance will exceed that of above-average attainers and sometimes that of children described as well above average for their age.

We believe that we can make a difference in enabling these pupils achieve the greatest possible progress.

Our definition of ability recognises academic, practical, creative, musical, physical, sporting and social performance. It also recognises that a child may possess this potential although performance may not currently reflect this.

We believe that provision is generally most effective when it is made within the classroom, through a stimulating, differentiated curriculum. We also recognise that in some cases, particularly with pupils talented in physical education and sport, that we need to work with external partners to meet their needs.

### **Aims**

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

- An agreed, shared definition of the terms, “talented” and “gifted”
- Identification of the talented or gifted pupils as early as possible.
- Substantiating identification by the use of objective assessment measures, where appropriate
- Meeting pupils’ needs with a range of appropriate strategies
- Raising staff awareness of the range of strategies available to them
- Create a climate of learning throughout the school
- Working in partnership with parents/carers to help them promote children’s learning and development
- Making use of the wider community to enhance learning opportunities
- Continuing to support all children

## **Organisation and Implementation Arrangements**

### 1. Definition

- “Talented pupil” refers to a pupil whose performance or potential performance:
- Substantially exceeds that of his/her peers in relation to national expectations
- Substantially exceeds that of their peers in relation to their age group in school

It describes pupils who:

- Perform extremely highly on standardised tests of ability, national tests or examinations
- Perform or who are potentially able to perform, at a level that substantially exceeds that which is expected for their age across a range of subjects.
- Perform, or who are potentially able to perform, at a level that substantially exceeds that which is expected for their age in a particular area, including the creative and performing arts and physical activities.
- “Gifted” pupils will include those of exceptional ability and talent who function at levels several years beyond expectations for their age or whose quality of performance is markedly superior to that which is usually encountered.

It is recognised that the terms “Talented”, “Elite” and “Performance” maybe used to describe pupils that perform at levels beyond those expected in physical education and sport.

### 2. Identification is usually made by:

- Teacher nomination
- Audit of special abilities (formal or informal)
- Previous records
- Test results/teacher assessments
- Pupil's work
- Parental Information
- Information provided by external agency (eg club or National Governing Body of Sport)

### 3. Assessment methods

- SATS results
- NFER tests
- In-house subject tests or assessments
- Response to increased challenge
- Provision of opportunity
- Response from external agency
- Teacher observation, agreement trialing against NC levels

Advice is available to teachers to help them avoid overlooking pupils who do not conform to the exigencies of the school.

Once identified the child's name is entered in the register and parents/carers are invited to the school to discuss ways in which the child's needs can be met and how they can be supported.

### **Strategies for supporting the able child**

One or more of the following can be employed to meet the needs of the individual:

- Planning for differentiation
- The use of questioning to raise the level of challenge
- The teaching of thinking skills
- Fostering creativity
- Restructuring class organisation or pupil grouping
- Home-school partnerships
- Pastoral care and mentor support
- Support from beyond the school (e.g. music tuition/sports coaches etc)

### **Modes of Working**

The class teacher/form tutor will:

- Take steps to identify very able/gifted pupils within their class as soon as possible.
- Assess/gather data to support the nomination
- Liaise with parents/carers throughout the time the pupil is in their class.
- Agree, plan and implement appropriate provision
- Record strategies to be used
- Include provision in medium and short term plans, as appropriate
- Review provision regularly

### **Advice for Teachers:**

A pupil may be considered to be able if he/she:

- Speaks confidently
- Presents work neatly
- Uses a sophisticated vocabulary
- Is mature in outlook and attitude
- Reads early
- Was born September-December
- Possesses a good general knowledge
- Demonstrates high levels of skill or expertise
- Performs well in tests
- Appears interested
- Is confident

- Is sociable
- Has good spatial awareness
- Persists with work

A talented/gifted pupil may be missed if he/she

- Is quiet
- Work is untidy
- Is using English as a second language
- Is immature
- Is slow to read/write
- Has a summer birthday
- Has limited out-of-school experiences
- Is untidy or lethargic
- Is over-active or withdrawn
- Does not perform well in tests
- Appears bored or distracted
- Show little confidence in self
- Has poorly developed social skills
- Is clumsy
- Shows little interest in improving performance
- Avoid work with requires effort or concentration

Talented/gifted pupils may be taking part in activities outside school that:

- Are very demanding on their time and physical resources eg. Dancers, swimmers, gymnasts. This can lead to tiredness and consequent under-achievement. It is vital that teachers work with parents and external coaches/tutors to implement appropriate strategies to deal with this.
- They consider being potentially embarrassing to their peer group and/or teachers. They may wish to keep their involvement in the activity private even though it may demand a high level of time and commitment.