

G&T Policy



Created: October 2016

Agreed by Governing Body:

Review Date: October 2017

G&T Subject Leader: Mrs Dawn Theaker

Values Statement

At Deal Parochial Primary School the curriculum is firmly rooted in its Christian foundation: enabling every child to grow spiritually and emotionally; fostering imagination and a deep sense of personal identity and self-worth; providing guidance through the loving example of Jesus Christ.

Mission Statement

Our hope is that each child at Deal Parochial Primary School will develop an appetite for learning that will endure throughout their lives. To achieve this, the curriculum will need to motivate and excite children so that they engage fully in learning, cultivate positive attitudes and relationships, make good progress and fulfil their true potential; living up to our motto - "The best that I can be".

Rationale

"In the best schools, the needs of gifted and talented pupils were being met alongside those of all pupils. The schools which focused on progress for all pupils were more likely to plan lessons that challenged their gifted and talented pupils."

(Ofsted Key Findings 2009)

'Ensuring that the brightest pupils fulfil their potential goes straight to the heart of social mobility, of basic fairness and economic efficiency.'

(A Smithers, and P Robinson, Educating the highly able, Foreword by Sir Peter Lampl, Sutton Trust, 2012; www.suttontrust.com/research/educating-the-highly-able/.)

At Deal Parochial we believe that it is our responsibility to seek out and promote each child's strengths and potential. Our curriculum, teaching and assessment ensure that gifted and talented (G&T) children are recognised and that their talents are promoted. We strive to deliver quality teaching to enable all pupils, including the gifted and talented, to reach their true potential.

1. Objectives

We aim as a school:

- To raise the aspiration of all pupils
- To set high expectations of achievement and progress for all G&T students
- To encourage greater enterprise, self-reliance and independence for all G&T students
- To support and celebrate the abilities, personal qualities and talents of all children, where possible within the school environment
- To ensure that all children receive an education appropriate to their abilities - to personalise the educational experience for all.
- To provide teaching that makes learning challenging and enjoyable. To provide higher order thinking and questioning skills.
- To employ a wide variety of methods of recognition of potential.
- To recognise under-achievement and to seek to remove it.
- To stimulate children through extra-curricular activities and through curriculum enrichment.
- To have the expectation that the curriculum for all will be extended by realising the needs of the most able.
- To train staff and to provide for these aims to be achieved.
- To compile a Gifted & Talented Register (**see appendix 1**).
- To monitor the progress of all children with use of APP, formative, summative assessment and the use of O'Track.

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

2. Definitions

Every pupil, whatever their ability is unique and has potential. There is no typical able, gifted or talented pupil. Able, gifted and talented pupils, like all pupils show huge variations in personality, attitude and behaviour and the nature of their attainment.

There are many definitions of 'gifted and talented'. We follow Primary and National Strategies guidance:

- 'Gifted' describes students who have the ability to excel academically in one or more subjects such as English, Drama and Technology.
- 'Talented' describes students who have the ability to excel in practical skills such as sport, leadership or artistic performance.

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 pupils at the school.

3. Identification

Before identifying any child gifted in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair.

A range of methods will be used to identify a gifted or talented pupil and will vary according to the subject area but will include elements of the following:

- Teacher observation
- Teacher nomination (based on classroom observation, discussions with pupils, work scrutiny)
- Assessment results/tests (Assessing Pupil Achievement and Progress)
- Parental nomination (with evidence to support)
- External verification e.g. certificates
- Pupil's work and rate of progress over time (Progress Meetings)
- Discussions with the teacher
- Checklists

No one single method can be entirely accurate. The school will seek to provide an enriched curriculum for all children. Through this it will be possible to identify the most able. The school will then seek to provide further provision as necessary.

It is worth remembering that gifted pupils can be:

- Good all-rounders
- High achievers in one area
- Of high ability but with low motivation
- Of good verbal ability but poor writing skills
- Very able but with a short attention span
- Very able with poor social skills
- Keen to disguise their abilities

(Professor Deborah Eyre, 1973)

The Gifted and Talented Register will be collated by the gifted and talented subject leader and is made available to all staff. (see **Appendix 1**). The Gifted and Talented Register is reviewed termly against clear criteria.

Everyone in school has a responsibility to recognise and value pupils' abilities. We are aware that:

- Unnecessary repetition of work is de-motivating and de-motivated pupils will not always demonstrate potential
- There is sometimes peer pressure to under-achieve
- Gifted pupils are not always easier to reach than other pupils
- Gifted pupils sometimes find coping with failure difficult

For further guidance of appropriate teaching strategies see **appendix 2**

4. Aptitudes of Able and Gifted Children

Able and Gifted children:

- Demonstrate high levels of fluency and originality in their conversation

- Use research skills effectively to synthesise information
- Enjoy reading and respond to a range of texts at an advanced level
- See issues from a range of perspectives
- Possess a creative and productive mind and use advanced skills when engaged in discussion
- Explore a range of strategies for solving a problem
- Naturally curious
- See solutions quickly without needing a range of options
- Look beyond the question in order to hypothesise and explain
- Work flexibly and establish their personal strategies
- Good co-ordination

For further characteristics of gifted children see **appendix 3**.

5. Provision

The role of the teacher is vital in challenging the thinking of the gifted child.

There are three recognised opportunities for developing appropriate provision for gifted and talented pupils, which are evident in good classroom differentiation and high expectations of staff:

- Enrichment - providing extra materials at a deeper or more complex level, or providing challenging questions, which help further pupils understanding of a topic or subject or by more open ended project work.
- Extension - this enables pupils to move through the curriculum at a faster rate as core work is compressed or even missed out. Higher order thinking skills are encouraged as are higher degrees of independent and self-directed learning. Gifted and talented children should be set work which enables them to achieve 'Greater Depth' and 'Mastery' of concepts or topics.
- Acceleration - when a pupil is moved to work with older pupils or the work of older pupils is taken and used in a class of younger pupils. This is not usually recommended because there may be social difficulties through differences in levels of maturity. It should be possible to address the needs of these children within the appropriate year group. However, there will be times when it will be appropriate for children to work with older children, through curricular activities. Withdrawal groups can be used but these must be done sensitively. Mentoring is valid and welcome.

6. Extra-Curricular Activities

Our provision is enhanced by

- School clubs - e.g. Latin, Music, Sports, Art, etc.
- School councils
- Enrichment opportunities
- Opportunities for performance
- Visiting experts - e.g. artists, authors
- Activity days/visits - e.g. writers workshops
- Competitive events- e.g. sporting competitions
- Specialist teaching

- Partnerships with secondary schools, Deal Learning Alliance (DLA)
- Development of thinking and problem solving skills
- Teaching a broad, creative curriculum; for a range of learning styles giving children a chance to thrive.
- TA support

7. Monitoring, Assessment and Recording

Clear assessment procedures, records and communication between teachers as pupils transfer between classes aids monitoring of pupils' progress. The G&T register is monitored and reviewed termly. Pupil progress and achievements is monitored through termly progress meetings.

8. Partnership with Parents

Parents and teachers will work together for the needs of the gifted and talented child. Parents will be invited to suggest a talent which their child may have, but it will be the class teacher/subject leader's final decision. If a child is identified as being gifted or talented, their parents will be notified (at Parent's Evening) and they will be kept informed of any up and coming events for gifted and talented children. Reports will indicate whether a child is on the Gifted and Talented Register and the area in which they excel.

9. The Role of the School Subject Leader

- The gifted and talented subject leader will:
- To lead the development, implementation, monitoring and evaluation of the school's policy for identifying its gifted and talented pupils and offer support on a teaching programme for them if appropriate.
- To maintain the able, gifted and talented register.
- To monitor pupil achievements and progress
- To monitor and support Subject Leaders in identifying G&T opportunities in their subject
- To identify and undertake related staff development and update school staff.
- To act as a 'champion' for gifted and talented pupils by creating and sustaining positive attitudes towards them.

10. Process for Review and Development

Teacher assessments are monitored by class teachers and the Head Teacher so that possible gifted and talented pupils can be identified. The school is to maintain a register for G & T and to ensure that appropriate records are being kept. Pupils who achieve Greater Depth (Secure Year 2 +) will be monitored to ensure continued progress (**see appendix 4**).

11. Useful websites

National Association for Gifted Children (NAGC)

<http://www.nagc.org/resources-publications/gifted-education-practices/what-it-means-teach-gifted-learners-well>

National Association for Able Children in Education (nace)

<http://www.nace.co.uk/>

Gloucestershire County Council Schools net

<http://www.gloucestershire.gov.uk/schoolsnet/article/113571/Able-Gifted-and-Talented>

Appendix 1

Gifted and Talented Register 2013-2014 updated / /

There are many definitions of 'gifted and talented'. 'Excellence in Cities' (EiC) guidance suggests:

- 'Gifted' learners are those who have abilities in one or more subjects in the statutory curriculum other than art and design, music and PE;
- 'Talented' learners are those who have abilities in art and design, music, PE or performing arts such as dance and drama.

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 pupils at the school.

| Class | Name | Literacy | Numeracy | ICT Capability | Understanding the arts - art and design, music, dance, drama | Historical, geographical, and social understanding - history, geography, citizenship | Understanding physical development, health and well-being - PE, personal & emotional well-being, economic well-being | Scientific and technological understanding - science, DT |
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Appendix 2

Good Instruction for Gifted Learners

1. Good curriculum and instruction for gifted learners begins with good curriculum and instruction. It's difficult, if not impossible, to develop the talent of a highly able student with insipid curriculum and instruction. Like all students, gifted learners need learning experiences that are rich. That is, they need learning experiences that are organized by key concepts and principles of a discipline rather than by facts. They need content that is relevant to their lives, activities that cause them to process important ideas at a high level, and products that cause them to grapple with meaningful problems and pose defensible solutions. They need classrooms that are respectful to them, provide both structure and choice, and help them achieve more than they thought they could. These are needs shared by all learners, not just those who are gifted. But good instruction for gifted learners must begin there
2. Good teaching for gifted learners is paced in response to the student's individual needs. Often, highly able students learn more quickly than others their age. As a result, they typically need a more rapid instructional pace than do many of their peers. Educators sometimes call that "acceleration," which makes the pace sound risky. For many gifted learners, however, it's the comfortable pace-like walking "quickly" suits someone with very long legs. It's only "fast" for someone with shorter legs. On the other hand, it's often the case that advanced learners need a slower pace of instruction than many other students their age, so they can achieve a depth or breadth of understanding needed to satisfy a big appetite for knowing.
3. Good teaching for gifted learners happens at a higher "degree of difficulty" than for many students their age. In the Olympics, the most accomplished divers perform dives that have a higher "degree of difficulty" than those performed by divers whose talents are not as advanced. A greater degree of difficulty calls on more skills—more refined skills—applied at a higher plane of sophistication. A high "degree of difficulty" for gifted learners in their talent areas implies that their content, processes and products should be more complex, more abstract, more open-ended, more multifaceted than would be appropriate for many peers. They should work with fuzzier problems, will often need less teacher-imposed structure, and (in comparison to the norm) should have to make greater leaps of insight and transfer than would be appropriate for many their age. Gifted learners may also (but not always) be able to function with a greater degree of independence than their peers.
4. Good teaching for gifted learners requires an understanding of "supported risk." Highly able learners often make very good grades with relative ease for along time in school. They see themselves (and often rightly so) as expected to make "As," get right answers, and lead the way. In other words, they succeed without "normal" encounters with failure. Then, when a teacher presents a high-challenge task, the student feels threatened. Not only has he or she likely not learned to study hard, take risks and strive, but the student's image is threatened as well. A good teacher of gifted students understands that dynamic, and thus invites, cajoles and insists on risk—but in a way that supports success. When a good gymnastics coach asks a talented young gymnast to learn a risky new move, the coach ensures that the young person has the requisite skills, then practices the move in harness for a time. Then the coach "spots" for the young athlete. Effective teachers of gifted learners do likewise.

Inappropriate Instruction for Gifted Learners

1. Instruction for gifted learners is inappropriate when it asks them to do things they already know how to do, and then to wait for others to learn how. Many advanced learners regularly complete assignments calling on materials, ideas and skills they have already mastered. Then they wait for peers to catch up, rather than being pre-assessed and assigned more advanced materials, ideas and skills when they demonstrate competency.
2. Instruction for gifted learners is inappropriate when it asks them to do "more of the same stuff faster." Reading more books that are too easy and doing more math problems that have ceased being a challenge are killers of motivation and interest.
3. Instruction for gifted learners is inappropriate when it cuts them loose from peers and the teacher for long periods of time. Asking a highly able student to sit at a desk in the back of the room and move through the math book alone ignores a child's need for affiliation, and overlooks the fact that a teacher should be a crucial factor in all children's learning. It also violates the importance of meaningful peer interaction in the learning process, as well as in the process of social and emotional development.

4. Instruction for gifted learners is inappropriate when it is structured around "filling time." Highly able students are often asked to go write a play, complete a puzzle, or do classroom chores because they have completed required tasks that take others longer. It would be difficult to defend such practices as a high-quality use of educational time.
5. Instruction for gifted learners is inappropriate when they spend substantial time in the role of tutor or "junior teacher." All students need to be colleagues for one another, giving a hand or clarifying procedures when needed. That's quite different from when advanced learners spend chunks of time on a regular basis teaching what they already know to students who are having difficulty. Some educators suggest that doesn't harm highly able learners because their test scores remain high. That begs the question of the extended learning these students might have garnered had the same amount of time been spent in pursuit of well-planned new ideas and skills.
6. Instruction for gifted learners is inappropriate when it is rooted in novel, "enriching" or piecemeal learning experiences. If a child were a very talented pianist, we would question the quality of her music teacher if the child regularly made toy pianos, read stories about peculiar happenings in the music world, and did word-search puzzles on the names of musicians. Rather, we would expect the student to work directly with the theory and performance of music in a variety of forms and at consistently escalating levels of complexity. We would expect the young pianist to be learning how a musician thinks and works, and to be developing a clear sense of her own movement toward expert-level performance in piano. Completing word-search puzzles, building musical instruments and reading about oddities in the lives of composers may be novel, may be "enriching,"(and certainly seems lacking in coherent scope and sequence, and therefore sounds piecemeal). But those things will not foster high-level talent development in music. The same hold true for math, history, science, and so on.

Instructional Leader May 1997 courtesy of NAGC

<http://www.nagc.org/resources-publications/gifted-education-practices/what-it-means-teach-gifted-learners-well>

Appendix 3

Common Characteristics of Gifted Individuals

Because gifted children are so diverse, not all exhibit all characteristics all of the time. However, there are common characteristics that many gifted individuals share:

- Unusual alertness, even in infancy
- Rapid learner; puts thoughts together quickly
- Excellent memory
- Unusually large vocabulary and complex sentence structure for age
- Advanced comprehension of word nuances, metaphors and abstract ideas
- Enjoys solving problems, especially with numbers and puzzles
- Often self-taught reading and writing skills as preschooler
- Deep, intense feelings and reactions
- Highly sensitive
- Thinking is abstract, complex, logical, and insightful
- Idealism and sense of justice at early age
- Concern with social and political issues and injustices
- Longer attention span and intense concentration
- Preoccupied with own thoughts—daydreamer
- Learn basic skills quickly and with little practice
- Asks probing questions
- Wide range of interests (or extreme focus in one area)
- Highly developed curiosity
- Interest in experimenting and doing things differently
- Puts idea or things together that are not typical
- Keen and/or unusual sense of humor
- Desire to organize people/things through games or complex schemas
- Vivid imaginations (and imaginary playmates when in preschool)

Webb, J., Gore, J., Amend, E., DeVries, A. (2007). A parent's guide to gifted children. Tuscon, (National Association for Gifted Children)

Appendix 4

List of children with prior attainment of **Secure + /Greater Depth** at the end of KS1
Date: _____.

Year 3

| Reading | Writing | Maths |
|---------|---------|-------|
| | | |

Year 4

| Reading | Writing | Maths |
|---------|---------|-------|
| | | |

Year 5

| Reading | Writing | Maths |
|---------|---------|-------|
| | | |

Year 6

| Reading | Writing | Maths |
|---------|---------|-------|
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