

## **All Saints School**

### **Policy for Gifted and Talented Pupils**

#### **Rationale:**

At All Saints we recognise that many pupils have special needs, not just those with learning difficulties. We are committed to working for quality and equality of opportunity and in this all our students are given the opportunity to receive a broad and balanced education which provides them with a challenging curriculum.

#### **Aims:**

The school aims to:

- Ensure that all pupils receive an education appropriate to their personal qualities, abilities and talents.
- Provide stimulating experiences for all pupils that encourage independence, autonomy and support in using their initiative.
- Provide higher order thinking and questioning skills.
- Provide opportunities for all pupils to recognise and develop their individual strengths, implicitly setting high expectations whilst raising aspirations.
- Encourage all pupils to reflect on the process of their own learning and to understand the factors that help them to make progress.
- Consult with and train staff in order to ensure that these aims be met.
- Audit provision through completion of The Institutional and Classroom Quality Standards.
- Compile a school based register.

#### **Definitions:**

'**Gifted**' learners are those who have abilities in one or more academic subjects, like Maths, Science and English

'**Talented**' learners are those who have practical skills in areas like sport, music, design or creative and performing arts.

Skills like leadership, decision-making and organisation are also taken into account when identifying and providing for Gifted and Talented pupils.

These pupils will usually show a combination of some of the following characteristics:

- Articulate, wide vocabulary, verbal fluency
- Logical reasoning ability
- Imagination and creativity
- Keen observation and Curiosity – an inquisitive attitude
- Ability to link concepts and ideas
- Ability to question concepts and ideas
- Breadth in reading, may appear reluctant in class / at home
- Wide general knowledge and interests, can be obsessive
- Excellent memory skills
- A mature, even quirky sense of humour
- Ability to engage in problem solving
- Display Interpersonal skills and Intrapersonal skills, however, they may have a strong preference for individual work
- Bodily / kinaesthetic skills
- Rapid assimilation of materials
- Focused concentration on specific tasks

The school will identify pupils who have the potential to be Gifted and Talented and are underachieving in all or some curriculum areas. The school will seek to find strategies to meet the individual needs of these pupils.

### **Identification:**

In line with national guidelines, we identify those Gifted and Talented children as *'Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).'*

The school's policy is to ensure that we recognise and support the needs of such students.

The school uses a range of agreed criteria and sources of evidence. These may include:

- Staff recommendations, views and observations
- In-school monitoring and assessment systems
- Subject specific criteria
- Standard Assessment Tests (STAs)
- Information from parents, carers and other outside agencies

### **Provision**

#### **School level:**

- Differentiation and extension within individual teachers' planning, to provide challenge for Gifted and talented pupils within the curriculum
- Withdrawal for specific activities that allow Gifted and Talented pupils the opportunity to work together on challenging and enriching tasks

#### **Within the classroom**

##### **The learning should:**

- Be pupil centred, valuing and utilising pupils' own interests (where possible) and learning styles
- Encourage the use of a variety of resources, ideas, strategies and tasks
- Encourage metacognition or thinking about thinking
- Provide a secure learning environment where risk taking is valued
- Provide a challenging learning environment allowing pupils to access higher order thinking skills
- Involve pupils working in a range of settings and combinations: as individuals, in pairs, in groups, as a class, cross year, cross school, inter school
- Encourage pupils to ask questions of themselves, of their peers of adults and of ideas
- Encourage target setting that involves pupils in their own learning and progress
- Celebrate creative and original thinking

**Outside the classroom:****The school will actively seek:**

- Opportunities for Gifted and Talented pupils to take part in enrichment activities outside school, for example: after school clubs, sporting events, competitions, drama productions, links with HE providers
- Collaboration with outside agencies that provide guidance for Gifted and Talented pupils, as necessary
- Involvement with a range of expert practitioners in order to motivate and inspire

**Coordination, monitoring and review**

Class teachers, in conjunction with Subject leaders, have responsibility for monitoring the progress of Gifted and Talented pupils, liaising with parents and other staff where appropriate. Monitoring is closely linked with progress reviews and the annual reports to parents. Records of identified Gifted and Talented pupils are regularly reviewed and updated as required.

**Partnership with Parents**

In conjunction with teachers, parents will work for the needs of their child.

<http://www.nagcbrtain.org.uk/>

The National Association for Gifted Children (NAGC) runs an independent parent support network which offers advice and support to parents and carers of Gifted and Talented learners.

March 2017  
Review date March 2019

# APPENDIX 1

## Area of Need - Able, Gifted and Talented Summary of Provision

Wave 1 Quality First Teaching for All	Wave 2 Additional and Different for some pupils	Wave 3 Additional and Different for some pupils
<ul style="list-style-type: none"> <li>• Rich , broad and balanced curriculum</li> <li>• Planning emphasises what children will learn based on an assessment of what the child already knows, understands and can do</li> <li>• Personalised and differentiated teaching and questioning</li> <li>• Encourage children to ask questions promoting research</li> <li>• Open ended talk</li> <li>• Open ended problems</li> <li>• Leadership opportunities/challenging roles within group activities</li> <li>• Peer assessment &amp; self assessment</li> <li>• Real life writing workshops e.g. writing for the school website</li> <li>• ‘Challenge’ box of resources available for independent learning</li> <li>• ‘Challenge Boards’</li> <li>• Philosophy teaching</li> <li>• SEAL</li> <li>• Sensitive grouping</li> <li>• Golden Assemblies/Talent days?? Should be for all</li> <li>• Internet/IT research</li> <li>• Peer mentoring</li> <li>• Talking partners – ‘thinking about’ pairs – challenge/mentor</li> </ul> <p>Key drivers: National Quality Standards; audit tools                      IQS whole school                      CQS classroom                      NACE ‘Challenge Award’</p>	<ul style="list-style-type: none"> <li>• Flexible groupings across school e.g. Y4 joining a Y6 guided reading session</li> <li>• Maths master class with groups of children from cluster schools</li> <li>• Extra curricular clubs</li> <li>• The development of reciprocal teaching in Guided Reading groups</li> <li>• Skills and teamwork workshops in secondary schools</li> <li>• Working with specialists</li> <li>• G&amp;T web site</li> <li>• Curriculum flexibility to allow early entry to exams</li> </ul> <p><i>The concept of Wave 2 is broadened here to mean personalised groupings and not the original PNS ‘meeting age related expectations’</i></p>	<ul style="list-style-type: none"> <li>• National Challenge /competitions</li> <li>• Early entry for examinations</li> <li>• 1:1 personalised teaching e.g. specialist coaching for P.E.</li> <li>• Opportunities to take on a modelling/teaching role e.g. P.E.</li> <li>• Specific websites eg Young, Gifted and Talented: <a href="http://www.ygt.dcsf.gov.uk">www.ygt.dcsf.gov.uk</a></li> <li>• Support/assessment for EP service</li> <li>• Northern Challenge residential activities at Beverly Park</li> <li>• Projects at secondary schools for exceptionally able pupils</li> <li>• Signposting to external opportunities through the Regional Partnership Excellence Hubs e.g. summer schools</li> </ul>