



GRANGE SCHOOL

A Culture of Continuous Improvement

Gifted and Talented Policy

Policy Statement

Whole School Commitment

Grange School is committed to providing a rich and challenging curriculum for all its learners; one that promotes the highest standards and encourages each and every individual to achieve their full potential. The school recognises that Gifted and Talented provision should be integrated fully into the school curriculum and that effective provision will raise the standards of teaching and learning across the school as a whole. The school will closely monitor the progress of its Gifted and Talented pupils. Provision for Gifted and Talented students is the responsibility of all staff. It is also widely recognised by Ofsted that, in making effective provision for gifted and talented pupils, standards can be raised for all.

Definition

Gifted and talented learners are defined as those children and young people with one or more abilities developed to a level significantly ahead of their year group (or with potential to develop those abilities).

We use the term 'gifted' to mean those pupils who are capable of excelling academically in one or more subjects such as English, drama, maths, or technology. 'Talented' refers to those pupils who may excel in practical skills such as sport, leadership, artistic performance, or in an area of vocational skill. In comparison with their peers, when engaged in their area of expertise, gifted and talented children will tend to:

- show a passion for particular subjects and seek to pursue them;
- master the rules of a domain easily and transfer their insights to new problems;
- analyse their own behaviour and hence use a greater range of learning strategies than others (self-regulation);
- make connections between past and present learning;
- work at a level beyond that expected for their years;
- show intellectual maturity and enjoy engaging in depth with subject material;
- actively and enthusiastically engage in debate and discussion on a particular subject; and
- produce original and creative responses to common problems

Core Areas of Gifted and Talented

- ✓ **Specific Academic**—as evidenced by superior ability in mastering skills and concepts in one or more curriculum areas

- ✓ **Intellectual**—as evidenced by superior aptitude for
 - Understanding facts, concepts, generalizations and their relationships
 - Identifying patterns
 - Verbal and nonverbal reasoning
 - Spatial perceptions
 - Developing and evaluating ideas

- ✓ **Creativity**—as evidenced by superior abilities in
 - Fluency, flexibility, originality, elaboration
 - Divergent thinking skills
 - Problem solving strategies

- ✓ **Leadership**—as evidenced by a variety of superior characteristics, including
 - Responsibility
 - Rapid insight into cause-effect relationships
 - Interpersonal intuition
 - Ability to motivate performances of others

- ✓ **Visual and Performing Arts**—as evidenced by a superior aptitude for demonstrating, typically through exhibition or performance, aesthetic, critical, historical and production aspects of dance, music, theatre or the visual arts

- ✓ **Sports** - as evidenced by demonstrating superior abilities in all or one sporting activity

Identification

The key factor in effective identification is to use as many sources of information as possible. Teachers will be aware of different learning styles when identifying pupils. No single method of identification can be entirely accurate. The school combines a number of methods to identify our gifted and talented students. Our identification strategy will make use of hard data and also draw on a wider range of qualitative evidence e.g.

- a) Quantitative data including:
 - available test data and results of in-class/teacher assessment;
 - Top 10% achievers for at least 3 consecutive terms
 - Standardized tests- Cognitive Ability Test
 - Performance in external examinations/competitions with evidence
 - Available data and results of progress tests
- b) Qualitative information, including:
 - Staff assessment and nomination, pupil, peer and parent/carer nomination and outstanding pieces of work
- c) Rate of progress, including value-added data and reference to prior attainment/achievement.

The names of pupils identified as gifted and talented in our school will be recorded on a register so that their progress can be specifically tracked.

Identification of gifted and talented pupils would be a continuous, whole-school process which is fair and transparent. It will not discriminate against particular groups and would be flexible enough to include pupils who join the school part way through the academic year, or are late or early developers. Pupils may be identified at any time. We expect class teachers and the gifted and talented co-ordinator to be fully involved in discussing individual pupils. Once identified pupils will remain on the register until they cease to meet the criteria for nomination. The students will be interviewed to ascertain their needs and areas for development, and set targets in order to progress throughout the year.

Parental Involvement

Parents will be informed that their wards have been identified and opportunities for discussion and contact will be made throughout the year in order to improve support for gifted and talented pupils. The involvement of parents and pupils in a partnership to support learning is crucial in determining educational outcomes. Where parents and pupils are actively involved with schools in the development and planning of the pupil's education, inclusion is more likely to prove successful.

Provision

Effective provision in the classroom:

This will depend on the individual learning needs of the pupils and be in accordance with our Learning and Teaching policy.

We will consider a range of strategies:

The principles of good teaching for all children provide a foundation for effective provision for the gifted and talented.

Teachers should:

- ensure that every child achieves as highly as they can, creating a culture of high expectations and aspirations, in which it's 'cool to be clever' and where all sorts of talents and abilities are valued;
- recognise and build on what the learners already know, setting out clear objectives for each lesson and sharing them with pupils;
- make learning vivid and real, developing understanding through enquiry, creativity, e-learning and problem solving, within and beyond the classroom;
- make learning an enjoyable and challenging experience, using a variety of teaching styles and matching tasks to learners' maturity and preferred learning styles;
- enrich the learning experience, making links across the curriculum;
- develop children's confidence, self-discipline and understanding of the learning process, helping them to think systematically, manage information and learn from others;
- and make children partners in their learning, using assessment for learning to help them assess their work, reflect on how they learn and inform subsequent planning and practice

Learning Environment

- provide a secure environment in which they feel happy to display ability; experience intellectual challenge, take risks and sometimes make mistakes;

Task planning – depth, breadth and pace

- Cater for their gifted and talented pupils in short, medium and long term plans, building in opportunities for them to perform beyond the level expected for their age. Learning objectives should be ambitious and clear, and children should be aware of them

Questioning

Use appropriate questioning as a useful way of differentiating for the most gifted and talented pupils. Use of open questions which promote new thinking and promote discussion and debate should be used.

Classroom grouping

To ensure effective provision for our gifted and talented pupils, a variety of grouping approaches including those outlined below should be used:

- Grouping by ability in each subject (setting) can help teachers to cater for the individual needs of different pupils, including providing appropriate enrichment and extension for gifted and talented children. This can be successful in terms of ensuring intellectual stimulation and accelerating progress.
- Mixed ability groups - For the gifted and talented pupil, working with pupils of different abilities can help them develop the way in which they converse and engage around a particular subject. Sometimes, working with a less able pupil helps a child to clarify his thinking and find a clear way to explain a concept; being in the role of ‘tutor’ can also be very good for self-esteem.
- Collaborative work helps to demonstrate the wide range of different abilities that children have, and how each is acknowledged and valued. This could involve working with older students
- Individual work forms an important part of effective provision for gifted and talented children. Sometimes a pupil will be ahead of his peers and working independently is the only way for him to achieve appropriately.
- Withdrawal groups
- Differentiated planning to include a minimum of support, core and extension

- Other provisions available include:

Mentoring

Homework

Curriculum Compacting

Cross-Grade Grouping

Interest Groups

Independent Study/Solving Real-life Problems

Enrichment days

Opportunities to participate in activities outside school

Opportunities to celebrate achievements from both school and outside school activities e.g. celebration assemblies

Acceleration

Enabling curriculum entitlement and choice

Rich and varied curriculum

Teachers should modify the curriculum by lifting the ceiling on what pupils can learn, moving into new content areas and using a variety of ways of approaching new information and ideas. They may also introduce different ways for children to demonstrate what they have learned.

Enrichment

This consists of providing extra materials at a deeper or more complex level, or providing challenging questions, which help further pupils understanding of a topic or subject
Many teachers will enrich learning by offering an extension task, often as homework. Most enrichment tasks should be embedded into everyday teaching through differentiation.

Planning for higher order thinking/questioning: Bloom's Taxonomy

The best known approach to the teaching of higher order thinking skills is that of Bloom (1956). Bloom identified different levels of thinking which he placed in a hierarchical order:

- Evaluation (high)
- Synthesis (high)
- Analysis (high)
- Application (middle)
- Comprehension (low)
- Knowledge (low)

Opportunities for gifted and talented students *outside* the Curriculum:

Extension or Acceleration

Provision for Gifted and Talented Pupils is supplemented by extracurricular activities.

The school is committed to providing a wide range of academic opportunities outside the curriculum such as critical/logical thinking and reasoning activities.

Clubs will also add to this provision such as debating which offers pupils opportunities to develop their critical thinking and speaking skills.

The school is also committed to providing a wide range of sporting, music, drama, and art opportunities outside of the regular school curriculum.

Various challenges and activities are also regularly organised for G&T students in order to encourage pupils to work with similar ability pupils from other schools/ colleges.

Providing opportunities to develop thinking skills, problem solving, higher order skills and communication skills.

Effective use of ICT

Monitoring and Evaluation

We will use self-evaluation to assess our progress and standards. As part of self-evaluation, we would analyse our pupils' performance and progress. We would know the level of attainment and achievement of our gifted and talented pupils and know how these pupils perform compared with other pupils. This performance should be tracked over time and also used to inform planning. Provision for gifted and talented pupils will be a regular part of the school's monitoring of learning and teaching.

The gifted and talented coordinator will review the progress of students identified on the register termly.

Social and emotional needs of gifted and talented pupils.

Gifted and talented pupils may have additional affective needs resulting from their increased capacity to think beyond their years, greater intensity in response, combinations of unique interests, personality characteristics, and conflicts that are different from those of their age mates. Examples of these needs include over-excitabilities (surplus of physical energy, greater sensitivity to environment etc.), perfectionism, self-esteem/identity issues, introversion, peer pressure, competitiveness, social skills (because of advanced vocabulary, increased intensity, and/or different interests, gifted and talented pupils may experience difficulty interacting socially with the same-age peers) and dealing with stress.

In the dealing with these issues, the following provision will be made by the school:

Guidance and Counselling sessions —The school counsellors will plan activities, and sessions that will assist G&T pupils in planning their academic career before, during and after secondary school, and sessions that also addresses their specific social-emotional needs. These classes will also enable pupils to explore what it means to be G&T and increase understanding of self.

The Early Years Schools

The Reception teachers will need to take particular account of the needs of children who have demonstrated that they have particular abilities in early years' settings. Information may be gathered from:

- The Early Years Foundation Stage Profile (EYFSP);
- Staff in these settings;
- and Parents/carers

Pupils will need to be provided with opportunities to build on early progress through flexible planning. For example, early readers will benefit from experience of books outside standard reading schemes, and may be effectively supported by peer mentoring by older pupils. They would be included in the school's gifted and talented register, and provided with appropriate challenge to meet their individual interests and abilities.

Process for Development and Review

This policy will be reviewed in accordance with our programme of policy review and as part of our annual review for the School Improvement Plan.

Appendix 1

A Teachers' Guide to Differentiation for Gifted and Talented Pupils

1. **Task-** Set classwork tasks, based on prior attainment, which include problem solving investigations and the use of higher order thinking skills. Set homework tasks that involve in-depth research on more open ended and complex aspects of the topic.
2. **Outcome-**Set tasks, which follow common stimuli, but are assessed using personalised criteria for the Gifted and Talented.
3. **Resources:** Set common tasks, but encourage the use of a wide range of challenging resources, which require advanced reading and research skills for the Gifted and Talented.
4. **Pace:** Allow Gifted and Talented pupils to spend less time on core activities and more on challenging extension tasks.
5. **Dialogue-**Include higher order questions in class discussions targeted specifically at the Gifted and Talented.
6. **Grouping:** Set Gifted and Talented children together for specific tasks, where they are expected to perform at a higher level.
7. **Role:** Set a common classwork task, but give individuals different roles.
8. **Input:** Set a common task, but give the Gifted and Talented less detailed instructions, or are asked to plan their own task.
9. **Support:** Set a common task, but provide more or less support. Gifted and Talented pupils could provide support for other pupils; they may also need specific support in areas of their own weakness such as ICT for instance.
10. **Information:** Allow Gifted and Talented children access to both different information and different amounts of information. Information handling skills will be a key learning need for such Gifted and Talented pupils.

Appendix 2

Issues with identification methods

Teacher nomination

Teachers are in the best position to use their professional judgement when identifying gifted and talented. However, research suggests that teachers can underestimate what a child can do. Too much emphasis may be placed on neatly produced work or standard rather than divergent response. There is a risk in not identifying Gifted and Talented children behind a mask of untidiness, disorganisation and perhaps reluctance. Identification must see past immediate impressions to locate the underachieving Gifted and Talented child as well as the conventionally high achiever.

Checklists

Checklists can address general issues, or be subject specific. Checklists are an aid to help teachers identify ability in different skill areas in their subject. However, many pupils will 'tick the boxes' on these checklists so they need to be used in conjunction with other methods.

Testing

Testing alone cannot be relied on to identify the most able. However, it is a very useful way of comparing children's performance with those of a similar age and identifying those pupils whose high achievement demonstrates outstanding ability.

Standardised Progress tests are a useful indicator, which can be used to identify, say, the most successful 10% of children. It is worth remembering though that all tests are really measures of achievement rather than of potential. Consequently, data must be used alongside more subjective approaches too.

Children's Work

The ability of some able and talented children is easily identifiable through the quality of their work or their response to activities.

However, some children do not respond well to the school setting and, for a variety of reasons, do not show what they are capable of through the work that they are asked to produce.

Discussions with children

Adding to the previous method, teachers who create opportunities to talk with their pupils individually or in small groups will have formed an intuitive Gifted and Talented awareness of those who think perceptively, reflectively and evaluatively about their experience. This could come about through the day-to-day work they do and their insights into a wide range of subject matter, including current affairs and personal lifestyle. This may sometimes reveal them as more able children, whose performance in other ways does not mark them out.

Peer Nomination

Children are themselves often very pragmatically aware of the high ability in specific areas of learning which their fellow-pupils have. Use of peer nomination can therefore serve as a useful adjunct to other forms of identification.

However, great care needs to be taken in how such an approach to identification is presented. While children are very honest in their appraisal of each other's capabilities, their answers to direct questions about their judgements may be affected by other considerations - such as wishing

to be kind to friends. Questions need to be asked in a way which does not stress categorisation, but the kind of practical situation in which their judgements will have been formed. For example, "If you needed to get someone in your class to do a really lifelike drawing of something really difficult, who would you choose?"

Parental Nomination

Parents are a crucial link between primary and secondary, and can ensure continuation of provision for gifted and talented children. They can also aid with identification particularly with talented children, who may attend after-school clubs and not impart this information to teachers. However again, great care needs to be taken with this approach. Parents are likely to be unaware of the criteria of a gifted or talented child, particularly as some of these criteria change from KS2 to KS3. Thus parents must be made aware of the relevant criteria, and 'invited' to nominate based on the KS3 criteria.

The Gifted and Talented coordinator needs to then examine the evidence based on all of the above information, including data from primary, in order to make the best judgement.