



Emersons Green Primary School

**Learning together, achieving together in pursuit of life long learning**

**Policy for Able, Very Able, and Talented Children**

**Rationale**

One of the aims of the school is to enable children to achieve their highest possible potential. We recognise that some children have particular abilities and we have a responsibility to provide for their needs.

**Aims**

Emersons Green Primary School aims to provide for gifted and talented pupils -

- A classroom climate which is secure and in which they feel happy to display ability, experience challenge, know they may ask searching questions and expect a considered response and be recognised as individuals with strengths and weaknesses.
- Opportunities to work at a higher cognitive level and to develop specific skills and talents
- An understanding of their social needs which enables them to work with others in a team valuing each others skills and attributes, learning acceptable social behaviour, knowing they are valued not just for their abilities and helping them to develop a variety of interest.
- A teacher with special responsibility for gifted and talented children.
- Opportunities if appropriate for small group withdrawal to work on specific projects to extend and challenge their thinking and problem solving skills.

### **We also aim to:**

- make education an enjoyable, exciting and challenging experience for able, very able, and talented children.
- develop opportunities for enrichment and extension activities both within the class, and in extra-curricular activities.
- involve parents in identifying children who are gifted and talented.
- keep abreast of current developments in teaching strategies, provision of resources, changing legislation and support agencies.

### **Definition/Identification**

**More Able** Pupils attain above average standards. E.g. they perform above national expectations in National Curriculum tests or reach levels beyond what is or could be expected in other curriculum areas or in creative or sporting fields.

**Very Able** Pupils reach standards in their academic, artistic or sporting achievements which are in the top 10% of all\* performance

**Exceptionally Able** Pupils reach standards in their academic, artistic or sporting achievements which are in the top 2% of all\* performance

*\* in this context, 'all' is relative to the school the pupil attends*

### **Gifted and Talented = very able including exceptionally able**

Gifted and Talented pupils are those (approx 10% nationally but this could be different in different schools) of pupils who are very able in one or more subjects or in creative arts or sports, INCLUDING those who are exceptionally able.

These are pupils who achieve, or who have the ability to achieve at a level significantly in advance of the average for the year group in their school.

**In defining gifted and talented pupils the following should be taken into account:**

- The dividing line between 'more able', 'very able' and 'exceptionally able' pupils cannot be defined precisely.
- Gifted and talented pupils may not wish to be identified as such by peers and adults
- Motivation of pupils may be limited by their wish to avoid peer pressure of all kinds.
- Hidden gifts and talents may be obscured by behavioral difficulties, autism, dyslexia or other factors unrecognised by adults.

Able and More Able children are most likely to stand out in one of the first three categories below. Talented children would be most likely to excel in one or more of categories 4 - 7.

*NB: Able and Talented children are a diverse group: whilst some may be high achievers, others may be under-achieving. Part of our task is to identify not just ability, but potential.*

- General intellectual ability - the all round "clever" child who enjoys almost constant success.
- Specific academic aptitude - outstanding ability in one particular area: verbal or non-verbal.
- Creative or productive thinking - has originality of thought and the ability to communicate in some positive form.
- Leadership qualities/social skills - the child who manipulates and manages others; quick to see other points of view or having empathy with others.
- Artistic ability - creativity; child may be talented in fine arts and/or 3D work; may also show exceptional manipulative skills.
- Expressive arts - dance, drama, music - may have general ability or specific to one area.
- Physical ability - ability in fine or gross motor skills could be shown in games, gymnastics, outdoor activities etc.

Further information on defining gifted and talented pupils (see Appendix 1)

## Identification Strategies

### **Assessments**

- Foundation Profile;
- Teacher Assessment during Key Stage 1;
- SATs results - Y2;
- Throughout Key Stage 2, Teacher Assessment and annual SATs in English and Maths;
- Assessments at the start of a unit of work (particularly science/topic work)

### **Tracking**

- Portfolios of work from previous schools/early years settings;
- Work sampling
- SIMs tracking

### **Nomination by teachers, parents and children**

- Annual Parental consultation;
- Pupils' self-assessment, and teacher-pupil discussion;

NB: Identification needs some balancing of different sources of evidence, and should not be a one-off judgment. Assessment can take place early in the Autumn term, based on the previous summer's academic results, and teacher assessments. Views will be sought from parents on their child, and teacher-pupil discussions will also inform the process.

### **Appendix 2 may help identification**

**Once children have been identified, they will be entered onto the 'Able Child Register'. Teachers need to complete the form 'Very Able and Exceptionally Able (Gifted and Talented)'. This includes a brief statement of provision/differentiation for each individual. This register will be monitored three times a year**

### **Provision**

#### **In-Class Approach**

- To accommodate the specific needs of the more able, very able, and exceptionally able children, the emphasis is on ability groupings and differentiation within the class. All **planning** should show differentiation opportunities, and possibilities for **extension** and **enrichment**. The five key dimensions in planning are:
  - Breadth
  - Depth
  - Acceleration

- Independence
- Reflection

When planning work, teachers need to consider how to interpret or adapt objectives. The fundamental issues in differentiation are: *'alter the question; amend the resource'*.

- Setting in English and Maths in Key Stage 2 if appropriate can also provide scope for able and very able children to have more focused intervention.
- At times, children may require a **different starting point** for a particular piece of work.
- Where appropriate, **homework** can provide opportunities for more challenging independent work. Our homework policy of suggesting a terms work will help this, as children and parents will have prior knowledge of topics to be taught and children will have longer to develop and extend a piece of work.
- **All subjects** should be explored to see if they have potential for developing children's capabilities. Effective use of **ICT** provides excellent opportunities for enrichment and **independent learning**. **Cross-curricular links** may have particular resonance for able children. All KS2 children have the opportunity to develop skills through Grid Club.
- Different levels of adult **intervention** may be important, either from a teacher, or teaching assistant.
- In **extension work** the child needs to be given the opportunity to move to higher order skills. E.g. from knowledge to comprehension and application, from analysis to synthesis and finally to evaluation
- Opportunities for **creativity** and the development of **thinking skills** are important for all children and they can be very beneficial to gifted and talented children. Our enrichment afternoons give children opportunities to work collaboratively with children in all age groups to develop creatively. The experiences can supplement and enrich the normal curriculum

*Skilful questioning and the promotion of oral skills are fundamental to the development of children's abilities.*

For a few very able children, it may be appropriate to accelerate their progress by placing them with an older year group for part of their learning. However, we believe

that children should generally work with their own peer group, for the social and developmental benefits that brings.

### **Out of Class activities**

- Clubs and other extra-curricular activities;
- Entering competitions;
- Musical and sporting opportunities (competitive/ non-competitive);
- Workshops provided by visiting lecturers;
- Links with cluster primary schools/local secondary school, including subject specific enrichment activities;
- Recommendation for weekend courses e.g. Kilve Court, Summer schools

### **Resources**

We are committed to providing high quality resources to challenge all sectors of the school. We have a variety of books and other materials aimed at developing thinking skills and problem-solving skills. The Internet is an increasingly valuable resource: ICT generally has great potential as a resource for developing children's abilities.

### **Social Development: Creating an atmosphere of Inclusion**

We place great importance in developing the whole child: in particular, meeting not only their academic needs, but also their social, emotional and physical needs. We need to strive to ensure that the class and school atmosphere is one of celebration of achievements, so that identified children do not feel isolated. Having a fairly broad definition of 'ability' will help greatly, as well as the involvement of parents and children in the process. Our whole-school merit structure is very supportive of achievement.

(See Behaviour Policy for more details).

### **English and Maths**

Specific provision for teaching able/very able children should take note of the following:

- Objectives from the Frameworks: being aware of how to broaden/develop objectives, and, where necessary, teach to higher-level objectives.
- Providing opportunities for extended and independent work, including homework.
- Exploring additional opportunities for Speaking & Listening (English), and Using and Applying Mathematics (Maths).
- Exploring links with other subjects.

### **Able Child Coordinator**

One member of staff will be responsible for coordinating our approach. The key duties will be to:

- Ascertain the professional development needs of staff and work with the Headteacher and/or staff development coordinator(if different) to provide appropriate support
- To draw up /revise the school policy for gifted and talented pupils with regard to the national and local agenda
- To assist subject leaders in revising subject policies to take account of the gifted and talented pupils
- Assist subject leaders in providing suitable resources for gifted and talented pupils
- Ensure that identification procedures are in place throughout the school and they are used to maintain a register of gifted and talented pupils
- Advise on the setting of appropriate targets for gifted and talented pupils
- Promote extra curricular activities and involvement in the wider community for gifted and talented pupils
- Ensure the appropriate records are kept and passed onto the next phase of education
- Ensure that parents are kept fully informed about the progress of gifted and talented pupils
- Review educational literatures related to *Gifted and talented* pupils and bring this to the attention of staff.

**The coordinator will also keep the governing body informed of the following:**

- The number of pupils on the register
- The variety of abilities and talents that are represented
- The strategies that have been implemented to cater for these children
- Details of in-service training and impact of training on pupil achievements

- An outline of any special projects that have been undertaken by gifted and talented pupils
- Future priorities including resources

### **Parental Involvement**

Parents are to be closely involved in the identification process. Their child's needs, and our response to those needs, will be part of the discussion at parents' evenings. All parents will be informed of this policy, and copies will be available on request.

### **Gender/Race Equality**

The Register will be monitored on both gender and race grounds to see how different sections of the school community are represented.

### **Monitoring and Review**

This policy is monitored by the Able Child Coordinator, in conjunction with the Headteacher (if different). Information will be presented to the governors through Headteacher reports

This policy will be reviewed in four years, or sooner as necessary.

*Review Date: February 2009*

### **References: Further Reading**

Teaching More Able Pupils (NACE)  
Working with Gifted and Talented Pupils (QCA)  
All Our Futures (DfES)  
An Ethos of Achievement (Scottish Executive)  
Gifted and talented pupils - a South Gloucestershire strategy

### **Related Policies:**

Inclusion  
Behaviour  
Curriculum Policies

Appendix 1:

Further Information on defining gifted and talented pupils (source NAGC)

<b>More able pupil</b>	<b>Gifted learner</b>
Knows the answers	Asks the questions
Is interested	Is highly curious
Is attentive	Is mentally and physically involved
Has good ideas	Has wild silly ideas
Works hard	Plays around yet tests well
Answers questions	Discusses in detail, elaborates
Top groups	Beyond groups
Listens with interest	Shows strong feelings and opinions
Learns with ease	Already knows
6 -8 repetitions to mastery	1-2 repetitions to mastery
Understands ideas	Constructs abstracts
Enjoys peers	Prefers adults
Grasps the meaning	Draws inference
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good at memorising	Good at guessing
Enjoys straight forward sequential presentation	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self critical



Appendix 2:  
**Checklist for Subject Identifiers**

**English for Gifted and Talented Pupils**

What does it mean to be gifted and talented in terms of English and literacy?

*Identification of gifted and talented pupils*

- ❖ Able to generalise from their reading experience, latching on very quickly to the conventions of different writing.
- ❖ Highly active readers able to infer, deduce and empathise, and also remain sensitive to subtleties in the text.
- ❖ Capacity to immerse themselves in their reading and writing
- ❖ Highly creative, being able to manipulate language and orchestrate their writing
- ❖ Highly articulate, using apt terminology adeptly as well as having a rich, varied vocabulary and sentence structure
- ❖ Brave in writing, willing to take risks and experiment with new styles.
- ❖ Prone to think in original and divergent ways.

**Caution**

- ❖ Gifted and talented pupils sometimes try to conceal their intelligence because high ability is mocked or resented by other pupils. They may be reticent in class and difficult to involve.
- ❖ Divergent thinking is sometimes perceived as incorrect thinking
- ❖ Gifted and talented pupils may get frustrated at the slow pace of learning and that sometimes leads to disruptive behaviour. Also, a mature intelligence may not be reflected in emotional maturity: beware stereotypes.
- ❖ High ability is sometimes patchy e.g. a superb reader may produce scrappy writing
- ❖ Gifted and talented pupils are sometimes lax about showing working out - they move to answers quickly but need to be interested in analysis e.g. they may provide correct references which they are reluctant to justify, or excellent writing which has been mimicked without analysis
- ❖ Gifted and talented pupils need to see the value and purpose of work before they dismiss it as obvious and boring

## Maths and Gifted and Talented Pupils

### *Identification of gifted and talented pupils*

As with most subjects, pupils' responses to mathematics work can suggest that they would benefit from more challenging work. Typical behaviour to watch for re:

#### **Positive**

- ❖ They finish first, get it all right
- ❖ They ask interesting/awkward questions

#### **Negative**

- ❖ They become bored, lose interest
- ❖ They do only the minimum to get by

More specifically, the following characteristics are typical of pupils with a particular aptitude to Maths. As such, they may be used to identify pupils with high potential in this area.

#### *In young children*

- ❖ Ability to argue, question and reason using logical connectives such as if; then; so; because
- ❖ Enjoy pattern making, revealing balance or symmetry
- ❖ Use of sophisticated criteria for sorting and classification
- ❖ Being quick at perceiving relationships between quantities and qualities

#### *In older children*

- ❖ Ability to make generalisations from the study of examples
- ❖ Logical reasoning and ability to see flaws in arguments
- ❖ Rapid grasp of new materials
- ❖ Ability to justify results and relationships
- ❖ Ability to grasp the formal structure of a problem
- ❖ Flexibility (willingness to try different methods in search of solutions)
- ❖ Curtailed reasoning (taking valid though possibly unexpected , shortcuts to a solution)
- ❖ Fluency with symbolic representation of relationships and quantities
- ❖ Ability to reverse mathematical processes

*Even the most able may not readily display these abilities and teachers need to ensure they provide pupils with:*

- ❖ Sufficient opportunities to show high levels of aptitude
- ❖ Systematic encouragement and praise for such displays

- ❖ Rewarding responses (not just more of the same)

### Science for Gifted and Talented Pupils

In many schools gifted and talented pupils are taught science alongside pupils of average and below average ability. In such situations, teaching may not always fully extend more able pupils. Sometimes extension work may mean offering 'more of the same' without challenging pupils' intellectual capabilities. The potential of more able pupils may be underestimated risking a loss of motivation and wasted talent.

#### *Identification of gifted and talented pupils*

- ❖ Exhibit intellectual curiosity - ask perceptive and thought provoking questions about a wide range of topics.
- ❖ Accept abstract concepts readily and provide explanations that involve a high level of reasoning.
- ❖ Are highly creative and show an ability to think laterally to solve problems.
- ❖ Apply knowledge and understanding in an unfamiliar context and in a way that indicates a wide overview of science knowledge
- ❖ Can manipulate data to identify fundamental patterns, trends and relationships that are not immediately obvious to other pupils
- ❖ Make connections across areas of knowledge
- ❖ Show skills in analysing and synthesising information
- ❖ Show particular skill in those aspects of scientific investigation which requires clarity of thought and understanding such as asking questions, hypothesising, identifying and controlling variables, evaluating and explaining results in scientific terms.
- ❖ Apply numerical skills at a high level
- ❖ Often use information technology with a high level of competence and an understanding of its application.
- ❖ Show respect for evidence but evaluate explanations critically
- ❖ Recognise that scientific evidence may sometimes be conflicting.
- ❖ Sometimes regard written work as an unnecessary burden because thinking is central to his/her way of working.
- ❖ Ask higher order questions that require pupils to analyse, evaluate and create something new.

## ICT and Gifted and Talented Pupils

### *Identification of gifted and talented pupils*

- ❖ Quickly become confident and competent in the use of newly introduced software and hardware
- ❖ Are well motivated and work independently and with sustained concentration
- ❖ Independently explore additional facilities within software
- ❖ Recognise opportunities to use previously learnt knowledge in new applications and do so creatively
- ❖ Recognise the potential of ICT as a tool for learning
- ❖ Understand when it is or is not appropriate to use ICT, or a particular piece of software
- ❖ Can explain his/her own work, procedures or processes clearly to others
- ❖ Can recognise why a problem has occurred and offer a solution
- ❖ Know a number of ways to achieve a particular result and choose the best under the particular circumstances
- ❖ Identify limits in software and find ways around them
- ❖ Develop an interest in the area for its own sake and create systems, write software etc
- ❖ Strive for elegant solutions and methods rather than those that simply work and can appreciate other contributions.
- ❖ Exhibit creative, lateral or original uses or approaches to the area worked on.
- ❖ Can handle multi- step sequences or multidimensional systems with ease
- ❖ Understand systems at a high level and are adept at reverse engineering, desegregating compound systems from first principles
- ❖ Transfer, replicate, scale and otherwise generalise solutions