

BRAMCOTE HILLS PRIMARY SCHOOL

Providing for Gifted and Talented Children

'What separates the very good from the merely good, for gifted and talented pupils, is the willingness of teachers to 'let go' of prescribing outcomes.

Promoting independent learning skills and creativity are defining features of very effective teaching for able pupils in primary schools.' – David Bell HMCI

Our Mission is to be:

- A Learning School
- An Inclusive School
- An Open School
- A Happy and Healthy School
- A Sustainable School
- A Supportive School
- An Effective School

Developing a community of learners who are:

- effective communicators: literate and numerate
- confident with technology
- learning about the world and its people
- committed to sustainable development
- creative
- physically active
- reflective thinkers
- emotionally intelligent; personally and socially
- learning about learning



Creating a school which aims to bring out the best in all our pupils, by providing education of the highest quality which will:

- maximise each child's potential and progress in all areas
- raise levels of children's attainment continuously
- develop effective and enthusiastic learners
- promote constructive attitudes and values
- foster caring relationships in a secure environment

1. RATIONALE

We recognise that our school will have, at any one time, a number of extremely able, talented or gifted pupils. We believe that we can make a difference by enabling these children to achieve the greatest possible progress of which they are capable.

It is important that each pupil is treated as a child of a particular chronological age regardless of their intellectual level.

2. AIMS

We aim to:

- provide an effective, relevant and flexible curriculum, with a variety of stimulating, engaging, enjoyable and appropriately challenging learning activities;
- encourage all children to be independent and self-motivated learners;
- maintain an ethos where ambition and achievement are valued;
- provide opportunities for children to work within a variety of groupings;
- learn and achieve together;
- recognise achievements in class and as a school;
- be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievement;
- provide a wide range of activities beyond the formal curriculum;
- work in partnership with parents/ carers to help them promote their child's learning and development

3. DEFINITIONS

According to the national guidelines, Gifted and Talented pupils (G/T) are those: 'who achieve, or have the ability to achieve, at a level significantly in advance of the average for their year group'. Nationally, this is expected to apply to between 5-10% of each year group.

The following have been identified as being the main areas of ability and are based on Howard Gardner's multiple intelligences.

Category A includes those who are gifted and B-E those who are talented:

- A. Intellectual (aspects of English, maths, science and humanities)
- B. Artistic and Creative (art, design, music and drama)
- C. Practical (design and technology and mechanical ingenuity)
- D. Physical (PE, sports and dance)
- E. Social (personal and interpersonal, leadership qualities, relating to adults)

4. IDENTIFICATION

We use a range of strategies to identify children who are gifted or talented. The specific procedure will vary, but will include elements of the following:

- information from parents and carers
- information from previous teacher, pre-school or school
- discussion with pupils
- identification by staff, using professional judgements, class work and test and assessment results
- information from specialist teachers
- children's responses to opportunities to think and respond creatively
- children's responses to opportunities to take responsibility
- children being routinely challenged and reactions and results observed
- characteristics' check sheets for general points and subject specific

5. CHARACTERISTICS

Gifted pupils can:

- be intensely focused
- ask insightful questions
- see beyond the obvious
- thrive on complexity
- make abstract connections
- provide creative and original solutions

They can also be:

- high achievers in one area or good all-rounders
- of high ability, but low motivation
- of good verbal ability, but have poor writing skills
- very able, but with a short attention span
- very able, with poor social skills
- sometimes apt to disguise their abilities
- de-motivated by unnecessary repetition

As a result, a pupil could be recognised as being gifted or talented, but not currently reaching his or her potential.

6. PROVISION

We believe that effective provision can be made within the classroom, through a stimulating, purposeful, relevant, well planned and differentiated curriculum, which is delivered having regard to the individual learning styles of each child and personalised to suit his/her needs and interests.

6.1 Classroom Provision:

- Tasks are designed to take account of levels of existing knowledge, skills and understanding, using Assessment for Learning to increase pupil participation in planning and evaluation.
- Teaching styles are varied to support all learners.
- Teachers have high expectations and ask challenging questions.
- There are planned extension opportunities, using higher order skills or open-ended tasks, not more of the same, but instead of more routine work.
- In all learning activities Learning Outcomes are identified for All, Most and Some children, and all children are offered Exceptional Explorers optional opportunities of their choice for personalized additional study, both in school and at home.
- There is access to higher level assessment tasks or World Class Tests.
- Thinking and study skills are developed.
- Creativity is actively fostered.
- Small group work is undertaken and when appropriate, children are grouped by ability.
- Homework is differentiated.
- All teaching staff attend in-service training to review and develop their awareness of the needs of our gifted and talented children.

6.2 School Based Provision:

- clubs, working groups (eg ECO, Stationery Enterprise), councils
- sets and ability groups
- enrichment opportunities
- performance opportunities
- choice of taster sessions and off timetable days / weeks
- workshops from visiting theatre groups, dance instructors, artists etc.
- specialist teachers
- partnerships with secondary school or wider community
- posters and displays to create a positive ethos that focuses on success and achievement - and on the value of 'having a go'.

6.3 Out of School Provision:

- drama and dance groups recommended and encouraged
- active promotion of sporting clubs and activities
- national schemes, competitions and festivals promoted
- children attend challenge days provided by secondary schools

6.4 Provision for Exceptionally Able Pupils

We recognise that a few pupils in our school may be Exceptionally Able when compared with others designated as Gifted or Talented. Such children may have the capability to perform well beyond other children in their year group and all other children in the school in one or more type of intelligence.

6.4.1 Identifying Exceptionally Able Children

We use the following criteria to identify those with exceptional ability. Such children may demonstrate some or all of these characteristics. However, it is also recognised that some exceptionally gifted children may work hard to disguise their gifts possible leading to some unco-operative and apparently disrespectful behaviours. Staff are alert to this possibility.

Staff should be on the look out for children who:

- demonstrate high levels of concentration, tenacity and capacity for absorbing information
- show wide awareness and excellent general or area specific knowledge
- grasp and apply complex and abstract concepts easily
- use language in unusual and highly creative ways showing an interest in different angles and approaches including obscure trains of thought
- thrive on individualised projects, research and challenges
- enjoy a highly personalised relationship with the teacher who recognises and celebrates their exceptional abilities and is able to make them feel special and respected
- respond to simple questions with unusual and complex thoughts or questions
- clearly know more, think more quickly and are more able than the adults in class!

6.4.2 Strategies to support the learning and personal development of exceptionally able children

Work with exceptionally able children is, by its very nature, highly personalised and designed to meet the needs of each individual. Having demonstrated competence in the core curriculum, exceptionally able children are encouraged to:

- explore more complex and open-ended tasks within the subject area being studied either working on their own or with other highly able children
- undertake individual research that flows from the class topic following learning pathways that interest them and that they have, perhaps, identified themselves
- devise different and original ways to demonstrate what they have learned
- develop an on-going personal project in a field of study outside the class topic using higher order research questions and presentation approaches
- take part in wider learning opportunities offered after-school and after-hours which enable them to use their highly developed understanding or abilities to the full.
Examples of after-school include sports clubs, the art club, the chess club, the upper junior enterprise groups, modern foreign language clubs, G&T opportunities run by local secondary schools, etc
Examples of after hours include membership of an adult choir/orchestra; a local history society; an all-age chess/bridge club; internet forums for creative writing, maths or science.

6.4.3 Monitoring the progress of Exceptionally Able children

Exceptionally able children are monitored as part of the monitoring of all gifted and talented children. In terms of National Curriculum levels, Progress Maps are available showing how the children are progressing and helping staff identify any who may be underperforming. It

is also accepted that such children are likely to be able to perform well beyond national expectations and that normal assessment systems do not stretch their capabilities.

As a result, at BHPS, we have:

- regular **learning dialogues** with all exceptionally able children both with the class teacher and the G&T Coordinator to check how children feel about our provision and their own learning
- regular **contact with parents** to receive feedback on our provision and engage parents in supporting their child appropriately
- liaison with **other adults involved with the child** - music tutors, sports coaches, etc - to gather a wider view of the child's all-round performance
- links with **secondary school G&T coordinators** to ensure the exceptional abilities of children transferring there are well known and suitable provision can be made.

7. THE ROLE OF THE CO-ORDINATOR FOR GIFTED AND TALENTED CHILDREN THE GIFTED AND TALENTED REGISTER

7.1

The G&T co-ordinator ensures that the names of gifted and talented pupils, identified in the previous year, are recorded on the school server in year groups and checks for, and investigates any imbalance in groups represented. This includes a note of the N.C. levels attained by each child, as appropriate. Each member of staff is given a copy of this register at the beginning of the year. Receiving teachers may add children's names to the list, at any time during the year.

7.2

Each year, at the first staff meeting, the co-ordinator leads a discussion which aims to raise teaching staff's awareness of means of identification and appropriate provision for G/T children, which also impacts on provision for all pupils.

7.3

Teachers are required to look back at the previous year's provision and in consultation with the children and, with help from the G&T co-ordinator, identify brief personalised plans and targets for the gifted and talented pupils in their present class.

7.4

An ABCD (Able But Can't Do) register is compiled, containing names of children who may be under achieving. This can be added to at any point in the year, as teachers get to know their children better. These children complete an ABCD form (with the help of the co-ordinator) which identifies targets and strategies for success.

7.5

Before the parents' evenings in October, teachers and teaching assistants identify any additional children who should be placed on the register and confirm those already in place. This is in consultation with the G&T co-ordinator.

7.6

At the parents' evening, parents are informed that their child has been identified or confirmed by their new teacher as gifted or talented and may be offered additional time in which to discuss individual needs or provision, either with the class teacher or the G/T co-ordinator.

7.7

The co-ordinator monitors provision each term by looking at planning documents, completing classroom observations, pupil work and test result analysis and through discussions with subject co-ordinators, class teachers and pupils themselves. Pupils' comments are recorded on the register. Other findings are discussed generally at staff meetings, unless there is any cause for concern, which is dealt with on an individual basis.

7.8

During the spring term, each year, the NFER Non - Verbal Test is administered in years 3 and 5 and the G&T co-ordinator scrutinizes these results to identify any children who may be under achieving. These children are discussed in depth with the class teacher and may be added to the list.

7.9 Pupils complete an end of year review, in readiness for moving to their next teacher. In this review they identify their particular targets for the year, which will be revisited in autumn term.

7.10

The G&T co-ordinator consults and informs the head-teacher and leadership team about the quality of provision, on a regular basis (at least each term) and governors receive an annual Monitoring Report at a meeting of the Strategic Development Committee. Improvement of provision is on-going.

8. SCHOOL-WIDE RESPONSIBILITIES

8.1 GOVERNING BODY

A named governor takes a particular interest in the provision for gifted and talented pupils and the policy implementation is monitored through the Strategic Development Committee.

8.2 HEAD TEACHER

The head-teacher ensures that 'gifted and talented' issues are timetabled for

discussion at governors' and staff meetings and that the G&T co-ordinator is supported in establishing appropriate systems for identifying, recording, developing, monitoring and reviewing the progress of G&T pupils and that these systems are adopted by all staff.

The head-teacher ensures that appropriate capitation budget is allocated to the provision of resource materials with G&T pupils and that there is access to training opportunities and appropriate expertise for all staff.

- 8.3 THE SCHOOL LEADERSHIP TEAM** encourages and facilitates the organisation of whole school, department or year group based learning opportunities that encourage the development of individual skills (such as art, drama, dance and music workshops, sports days, themed days / weeks etc.)

The SLT helps to identify G&T related professional development needs of staff within their department.

- 8.4 THE ADULT LEARNING MANAGER** helps to identify training opportunities and facilitates the attendance of staff at appropriate courses and assists the G&T co-ordinator in planning and providing school based training sessions and discussions.

- 8.5 THE EXTENDED SCHOOL MANAGER** promotes, identifies, facilitates or publicises opportunities to extend the provision for gifted and talented pupils within and beyond the school day and provides information for parents, through KITEs (Keeping in Touch Events).

- 8.6 THE SCHOOL INCLUSION MANAGER** assists in the identification of, and provision for, G&T children with special needs, giving advice and guidance concerning them.

- 8.7 SUBJECT CO-ORDINATORS** monitor provision in their subject and give guidance and assistance to staff in identifying and providing for G&T pupils.

- 8.8 TEACHING STAFF** are aware of the need to challenge the most able children in their care and plan lessons and activities that stimulate and encourage independent learning and a spirit of enquiry.

Many of our teaching staff provide opportunities, beyond those which they are contracted to do, which enhance and extend the living and learning experiences of the children in our care.

- 8.9 PARENTS AND CARERS**

Regular and consistent communication between home and school seeks to ensure that parents are aware of the importance of their role in recognising the various talents and abilities demonstrated by (and latent talent within) their children. Parents are given simple, clear guidelines about how to recognise their child's abilities; how best to encourage and develop those abilities and interests; how to set and help realise realistic targets; and how to build their child's self-esteem.

Parents are encouraged to discuss their child's progress (or any matters of concern) at any time with the class teacher, who may then refer them to the G&T co-ordinator.

8.10 PUPILS

Every opportunity is taken (assemblies, circle time, review sessions etc.) to encourage pupils to explore their own capabilities and to discover *'something they are good at'*. Pupils are frequently reminded that they should be active participants in their own self-development and learning; that they should not merely discover *'something they are good at'*, but should also seek to *'become better at it'*.

Pupils are encouraged to make the most of the full range of their abilities both within, and outside, the framework of opportunities provided. Children are provided with lots of information about local centres of interest, workshops and activities in which they could participate. This is to encourage them to take an interest and become involved in the rich variety of activities on offer beyond the formal curriculum.

In keeping with the school's Equal Opportunities policy, pupils are encouraged to recognise and value the diversity of abilities, skills and qualities in their peers. *'We are not all the same, but we are all of equal value.'*

8.11 PARTNERS AND SPECIALIST PROVIDERS

At various times during the year, the school employs a number of external agencies to deliver learning opportunities. Providers are asked to help us in identifying pupils who may demonstrate ability in their particular specialist area. School staff who arrange and oversee such provision are responsible for seeking nominations from those partners for inclusion on the G&T register.

9. POLICY - DISSEMINATION, MONITORING AND REVIEW

Issues raised during the monitoring process will be reported to the governing body and addressed through the School Improvement Plan.