

Highwood Primary School



Able, Gifted and Talented Policy

Written January 2011
Review January 2015

Aims

At Highwood Primary School we believe in treating all pupils as individuals and catering for their individual needs. This includes pupils of higher ability who we refer to as 'able', 'gifted' and 'talented.'

"Meeting the educational needs of the gifted and talented is about building on good general school provision, not about providing something entirely different" - Professor Deborah Eyre, 2001

All children at Highwood have access to a suitably differentiated and challenging curriculum. Children are identified and encouraged to develop their own personal style of learning. A broad and balanced curriculum allows children to develop a life long love of learning, effective thinking skills and the ability to work effectively in a team. Highwood provides opportunities for disadvantaged learners and believes that if we offer challenges for children, then *all* children will benefit regardless of ability.

Definition

At Highwood, gifted and talented children are defined as those who have one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop to those abilities). They are the pupils who demonstrate such outstanding ability that they force teachers to seek to develop specific strategies to cope with their high ability. These abilities include:

- General academic ability (achieve highly in all subject areas)
- Specific academic ability (e.g. Literacy, Maths, Science, History)
- Leadership ability
- Creative ability (music, art, drama)
- Physical ability (sport, dance, gym)

Identification

The identification of able, gifted and talented pupils is a process in which all teaching staff have a part, but it is overseen and co-ordinated by the co-ordinator for able, gifted and talented. There is no single method of identifying able, gifted and talented children. Instead, a range of evidence is considered including qualitative and quantitative elements. The identification process includes three elements: tests, teacher assessment/observation and parental feedback:

Tests - children from Year 1 upwards are tested in reading, writing and maths (plus science for Year 6) each term. Able, gifted and talented children can be identified based on their achievement during these tests.

Teacher assessment/observation - Teachers have vital role in the identification of gifted and talented pupils, because a class teacher is particularly well placed to identify those pupils who are gifted and talented in relation to their peer group. Teachers may identify high achieving children through observation/teacher assessment at any point during the year. If a teacher has identified an able, gifted and talented child they complete a 'Teacher nomination form & checklist' (on server in Able, Gifted and Talented folder) and return to the co-ordinator. Teachers can also identify those children that they feel are potentially able, gifted and talented but underachieving. These children will be discussed with the able gifted and talented co-ordinator and strategies put in place to help the children achieve their potential.

Parental feedback - It can sometimes happen that pupils develop interests and hobbies outside of school which teachers are not aware of. In some cases the development of such hobbies and interests can be an indicator that a particular pupil may well be gifted and talented. Communicating with parents to find out about pupils' interests and experiences outside of school can therefore provide important information to help identify gifted and talented pupils. Parent nomination forms are sent out to the parents in Key Stage 1 and again in Key stage 2. Class teachers and the able, gifted and talented co-ordinator discuss the suitability of each proposed child to go on the able, gifted and talented register.

Usually, a combination of the above methods of identification is used. Once a child has been identified as able gifted and talented, they are put on the 'Strengths and interests register'. Parents are informed that their children are on the register from Year 3 upwards. Each Pupil's status is reviewed in the Autumn term. Where appropriate, in consultation with class teacher and parents, the co-ordinator for able, gifted and talented will add or remove pupils from the strengths and interests register. Identification is ongoing and a child can be added to the register at any point during the year.

Monitoring of Progress

The able, gifted and talented cohort is monitored by the co-ordinator for gifted and talented pupils through a programme of work sampling, classroom observation and the analysis of test results using Assessment Manager.

Each pupil is further monitored, on a daily basis, by his or her class teacher who sets regular targets and monitors the achievement of those targets. Pupils are assessed three times a year in reading, writing, maths and science and assessed at the end of the year in the foundation subjects.

We believe that one of the most effective strategies for helping gifted and talented pupils to reach their full potential is ensuring that they develop as rounded persons,

and so their progress in social and interpersonal skills is monitored as well as their progress within curriculum subjects.

Provision

There are three basic ways of meeting the needs of able, gifted and talented pupils, *acceleration, enrichment and extension.*

- **Acceleration** consists of enabling a pupil to access work which would typically be for older pupils. Although we do not move children into year groups above them, they are often provided with work from the year group above.
- **Enrichment** consists of broadening a pupil's education. This can consist of enabling a pupil to study aspects of a topic which there would not normally be time to study. We offer a range of after school clubs to enrich children's skills such as; football, netball, art, media club, ICT club, games club, maths club, golf, basketball, choir, science club and Tae-Kwon-Do. Enrichment events are regularly organised within school such as; maths week, literacy week, music week, science week, multicultural day and art day. Enrichment events are also organised in partnership with local secondary schools such as; G&T multi skills days at Queens school, Bushey Meads Maths master classes, Bushey Meads Technology day and Bushey Meads G&T Technology summer school.
- **Extension** occurs when pupils are encouraged to develop more sophisticated thinking and reasoning skills. The able, gifted and talented co-ordinator runs 'Thinking skills' sessions once a week to develop higher level thinking skills and cross-curricular extension activities. Teachers extend the children through their questioning and the activities they provide for them. The use of problems and challenges as extension activities helps to develop the children's thinking skills rather than giving them 'more of the same'.

The Co-ordinator for gifted and talented is responsible for monitoring the appropriateness of this provision, and where necessary, making suggestions for how it can be enhanced still further.

Resources

There are many resources in the school to support the teaching and learning of able, gifted and talented children. The list of resources on the server, in classes and in the staffroom is updated regularly and on the server in the 'Able, gifted and talented folder'

Whole School Issues

Gifted and talented issues are included in staff meetings/Senior Leadership meetings when relevant. All core subject leaders monitor the provision for able, gifted and talented children through their subject monitoring. The co-ordinator for able, gifted and talented attends relevant INSET at least once a year. Subject leaders also attend INSET training when relevant. Highwood is a member of NACE (National Association for Able Children in Education). Standards of gifted and talented identification and provision are reviewed using the Institutional Quality Standards (IQS).

Personal/Emotional and Social Issues

The staff at Highwood are aware that able, gifted and talented children may have emotional and social issues that they need support in. They are encouraged to talk to their peers and known grown ups if they feel a pressure to perform or that they are having social problems with their peers. Able, gifted and talented are encouraged to foster a sense of pride in themselves to secure a high self esteem. Staff need to be aware that some able, gifted and talented children may be underachieving, therefore may be more difficult to identify. They may have difficulties or special educational needs in some areas which could present a considerable barrier to the achievement of their potential, as well as leading to frustration and disaffection.

Last reviewed : January 2011

Next review: July 2015