



**ABLE, GIFTED & TALENTED POLICY**

Member of staff responsible	Carol Dougill
Governor responsible	
Sub-Committee responsible	Standards & Performance
Date agreed with staff	4.1.16
Date discussed with pupils	-
Parent group discussions	-
Date agreed at Sub-Committee	13.1.16
Date approved at Governing Body	20.1.16
Frequency of policy review	3 yearly
Date next review due	Jan 2019
Statutory Policy	
Review Level	

Document Version Control

Issue Number	Issue Date	Summary of changes
1.1	Jan 2016	New Policy

## **Kemble Primary & Siddington C of E Primary Schools Policy for Teaching Gifted and Talented Children**

Each pupil should receive a level of provision that suits his or her age, aptitude and ability within a broad and balanced curriculum.

### **Definition**

There are many definitions of gifted and talented.

QCA - pupils in the top 30% of the population

National Association of Gifted Pupils - the top 3% of the population

Ofsted refer to the 'more able' as the top 30% of the group they are observing (whatever the norm)

For most practical purposes a working definition is to think of the 'more able' as being the top 33% of the class or group and 'gifted and talented' as those pupils who show an exceptional talent in any subject area."

### **Identification**

Gloucestershire LEA checklist of identification methods:

- Nat. Curriculum test results
- Standardised tests
- Informed opinion
- Teacher nomination
- Parental nomination
- Diagnostic assessment
- Based on pupil's work and performance in class
- Pupil's response to higher-level tasks
- Performance out of school

See the DfE document 'Identifying gifted & talented learners - getting started' on the DfE website (Revised May 2008)

As well as test and assessment results teachers should:-

- Keep an eye open for originality
- Detect unusual motivation in the pupil
- Look out for talents and interests in the pupil that others may not have noticed.

### **Some characteristics for identifying pupils who are particularly able in literacy or mathematics.**

Pupils who are able in literacy:

- can orchestrate the various reading cues at an early age;
- are active readers who can generalise from their reading experience;
- latch on quickly to the conventions of different types of writing;
- think in original ways and experiment with new styles;
- manipulate language, sentence structure and punctuation,
- use apt terminology and varied vocabulary.

Pupils who are able in Mathematics:

- generalise patterns and relationships and approaches to problem solving;
- are persistent and flexible in their search for solutions;
- develop logical arguments, often taking valid shortcuts;
- use mathematical symbols confidently; rapidly grasp new material;
- may not be exceptional in carrying out calculations, but may see calculations as a detail and less important than the problem as a whole.

DfE 'Guidance on Teaching Able Children'

'The main circumstances in which gifted and talented pupils are overlooked include:

- they are working in a second language
- they have difficulty in writing
- they are untidy
- they are badly behaved
- they have not learned good work habits (e.g. concentration)
- they choose to hide their abilities
- they use impoverished language and struggle to articulate arguments'

### **Implementation**

The school will

- take note of any indicators and opinions and arrange appropriate testing to assess a pupil's needs
- arrange appropriate acceleration and/or enrichment activities
- balance the emotional, social and pastoral needs of the pupil with academic need and potential
- celebrate and promote activities that foster the enthusiasm, curiosity and intellectual development of the pupil, for example in music, art and sport
- seek expert and specialist advice as appropriate.

Glos LA working party advice:-

'Much of the approach to supporting able pupils relies on key teaching skills including, high quality questioning skills and individual consideration of need rather than 'prescribed' solutions.' Emphasis on thinking skills and responding to various learning styles is required.

'Provision ought not to impact organisationally on the next phase of education, it ought to be sustained and sustainable over a period of years.'

'Research shows a consensus that questioning skills, the development of higher level thinking skills, curriculum enrichment and an open minded approach to the pupil's response to changes are crucial to successfully providing for more able pupils' needs.

More able pupils' needs can be met by extension and by acceleration. The nature of extension tasks varies according to subject and age ... In general, extension tasks should encourage:

- reflection,
- recognition of a range of possibilities or answers,
- formulation of individual opinions,
- consideration of difficult and problematic questions,
- recognition of connections between past and present learning.

More able pupils are not, generally speaking, any more industrious as pupils than others. Therefore extension should not be in addition to existing work. Otherwise it is seen as a penalty and some pupils will slow the pace of their work to avoid extension. Extension must have a clear purpose, which is linked to the lesson's overall learning objective, and not be simply 'more of the same'.

In planning extension activities teachers should consider the following:

#### Do

- think carefully about the purpose of the task
- encourage pupils to suggest ways to extend their work
- make sure extension conforms to the principles of good provision
- try to make it manageable and interesting
- include extension in short-term planning sheets
- make sure suitable resources are available

#### Don't

- make extension just more practice of the same concept
- make extension extra to normal classroom work
- make extension tasks include excessive writing
- use extension as a way to occupy those who work quickly

*Significant amounts of time for many able pupils are spent in covering work they already know and understand. Effective assessment enables pupils to start at a higher level and so encounter more challenging work."*

'Teaching More Able Pupils' Deborah Eyre: The National Association for Able Children in Education

The most effective generic provision for more able pupils is also, almost without exception, applicable to all pupils. Good planning, good imaginative use of resources, higher levels of expectation, appropriate involvement of families, are all examples of good practice generally.'

Teachers can match tasks to the needs of able pupils by providing:

- common tasks that involve different responses and outcomes;
- tasks which have an incline of difficulty or a range of steps as in graded exercises, the able pupils entering at a higher level and taking the task further;
- separate tasks linked to a common theme.

Teachers should take care not to leave able pupils to get on with work unsupported and undirected, and also avoid overloading them with extra work at the same level. Planning should emphasise investigative, problem solving and exploratory approaches, which can be sustained over a number of lessons. Teachers should consider negotiating targets with individual able pupils which are challenging and which they must work to over a constrained period of time.

Useful website for teachers - [www.nace.co.uk](http://www.nace.co.uk) National Association for Able Children in Education

Useful website for parents - [www.bbc.co.uk/schools/parents/gifted\\_and\\_talented/](http://www.bbc.co.uk/schools/parents/gifted_and_talented/)