

Reviewed by:	Curriculum Committee
Last updated:	September 2008
Next review date:	September 2009

# Gifted and Talented Pupils

## General Rationale

The provision for Gifted and Talented Pupils should be an integral part of ongoing teaching and learning. It is cross-curricular and should recognise that abilities and talents will arise in all areas of school life. This policy seeks to ensure that the identification of gifted and talented pupils involves the senior management team, governors, staff, parents and pupils. It aims to establish a framework within school for effective educational provision for these pupils.

## Definition

Pupils who have ability or abilities beyond the large majority of pupils in their year group within the school. Consequently they will require more challenging teaching and opportunities. Their potential will be shown in any or all of a wide range of contexts, such as different learning styles, creativity or leadership. This may include under-achievers (concealed, disruptive), divergent thinkers, openly able and talented able.

## Purpose

To encourage the development of a school policy and practice which:  
Creates, and involves children in a wide range of curriculum and extra-curriculum experiences which provide opportunities to discover abilities and talents.

Supports teachers in providing a suitable and challenging learning environment and raises awareness of these children's needs

Ensures the school and parents work closely together to enhance each child's experience of education

Provide a broad and balanced curriculum which provides challenge in relevant areas but avoids the undue pressure that comes from expectation of high ability in everything all of the time.

Challenge negative stereotyping and anticipate problems which may arise through frustration by an individual from under or over estimation of their abilities

Ensures that children make continuous emotional and social development appropriate to their chronological age rather than their specific ability

Establish procedures for identifying, monitoring and supporting pupils which are transparent, non-discriminatory, flexible and effective

## Definitions

As a generalisation, a child showing outstanding ability in relation to his/her peers in one or more of the following can be considered:

- intellectual (linguistic, mathematical)
- creative (scientific, technical)
- artistic (art, music, drama)
- practical (technological 'hands on')
- physical (sports, dance, movement)
- social (personal, interpersonal, leadership)

## **Identification**

If all abilities are to be identified then a range of curricular opportunities need to be provided (NACE, 1987) "*suitable provision is the most important method of identification – without a curriculum opportunity many talents and abilities will go unnoticed*".

In identifying pupils it is important to recognise and use a range of information including hard data such as the results of standardised tests, level descriptors and teacher assessments. All this information will be added to the routine assessments undertaken by the teacher.

Identification should take into account:

- the full range of abilities and 'intelligences' possessed by pupils
- the extent to which abilities can be measured through performance/attainment
- the views of a wide range of adults
- relevant information from previous educational providers

Identification could include any of the following:

- teacher observation/assessment (assessment policy)
- national curriculum attainment
- external agency assessment
- standardised tests
- classroom performance/checks
- involvement and achievement in competitions
- achievements in extra-curricular activities, events or specialist clubs
- parent observations
- peer group nomination or child nomination

It is important that a number of people are involved in identification:

- the pupils present teacher
- other school staff (LSA, previous teacher)
- educational psychologists
- nomination by other organisations (clubs, pre-school)

Approximately 10% of each year group to be identified as 'able' in each of the following subjects: Maths, English, Science, History/Geography, ICT,

Art, Design and Technology, P.E, Music, other

## **Provision**

Identification should form the basis for future teaching and learning and provision should be matched to the pupil's needs abilities and aspirations. These needs to be met by appropriate challenge in the classroom such as:

- a starting point appropriate for them
- differentiation through extension tasks and acceleration within subjects
- More independence and open ended tasks
- contact with others with similar abilities as well as their peer group
- opportunities to experiment, take chances, work at an increased pace, be given high level challenges which can result in failure
- access to relevant extra-curricular activities
- positive partnership and planning with the child and his/her parents(class action)
- liaison with transition phases, other schools and clubs
- visits by experts, advisory teachers, outside agencies
- individualised learning programmes
- consideration of streaming, setting, and advancing the pupil to a higher year group
- monitoring classroom teaching

Extra provision identified by Devon County Council includes IT, accelerated learning, working with older age-groups, summer schools and workshops. The school works closely with the Axe Valley Learning Community and the three local Secondary Schools to develop this provision.

## **Monitoring**

The school will monitor the policy implementation and effectiveness through:

- appointment of a school co-ordinator
- analysis of curriculum and standardised test results
- professional development of teaching and support staff
- sharing of best practice
- termly review of each child's progress and data entered onto Devon County Council system.
- ongoing observations and assessment in class/set