



Baslow St-Anne's Gifted and Talented Policy



Growing healthy minds and hearts together
"Life in all its fullness"



Version/ Issue	Date	Author	Minute No.	Reason for Change
1	2015	D Sumner		
2	2018	M Clark		
3	2022	M Clark	4/CS/0322	Vision and values

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Baslow St. Anne's Church of England Gifted and Talented Policy

Principles and Values

At Baslow St. Anne's Church of England Primary School we believe that it is vitally important that everybody is safe, confident and happy in our school community. We aim to provide an environment in which our children feel safe, secure and confident, are respectful citizens in and out of school and nurture the Christian values that underpin all that we do. We believe that our children and staff should lead 'a life in all its fullness', nurturing our vision of growing healthy minds and hearts together. We strive to ensure this is in place to enable every child to achieve their full potential and be prepared for their next step in life, nurturing and embedding our key values of: respect, kindness and trust.

Mission Statement and Aims

At Baslow St Anne's, we are committed to creating an inclusive environment, which enables each individual child to maximise his or her potential. To that end, we aim to make learning relevant, challenging and enjoyable for all and encouraging a lifelong love of learning.

We recognise the need to adapt our teaching to nurture and stimulate children with a wide range of abilities, including specific provision for particularly gifted or talented children.

We aim to:

- Set high expectations for all our pupils
- Identify particularly able children at an early stage, and remain vigilant to abilities which develop later
- Keep a register of our Gifted and Talented children and use it in the following ways:
 - Differentiate teaching and learning to stretch and stimulate gifted and talented children in all lessons
 - Use on-going Assessment for Learning to continue to challenge gifted and talented children, guarding against coasting or under-achievement
 - Provide extra-curricular opportunities and enrichment activities which meet the needs of gifted and talented children
 - Celebrate achievement and hard work, and create an atmosphere where gifted and talented children feel comfortable and valued
 - Communicate regularly and effectively with colleagues, parents and children to ensure gifted and talented children are well served
 - Monitor the progress of gifted and talented children, individually and as a group

Definition

In line with generally accepted definitions:

"Gifted" refers to pupils with particular ability and/or potential in one or more academic subject. "Talented" refers to pupils with pronounced ability in art, music, drama, dance, PE or sport.

Identification

Identification of gifted and talented children is an on-going process, as different abilities can emerge at different ages and in different circumstances. Nevertheless, it is our responsibility to identify particularly gifted or talented children as early as reasonably possible, so that we can motivate and encourage them to achieve to their full potential. In some cases,

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identification is easy and obvious, but there are many reasons why a gifted or talented child might be more difficult to spot. Evidence may well be apparent in test scores, but this is not necessarily the case.

A gifted or talented pupil is identified through teacher assessment and observation, in conjunction with analysis of the child's performance in National Curriculum (SATs) and other tests. Consultation with other colleagues, outside agencies, parents and the children themselves will often form part of the identification process. The Head Teacher, senior teachers and subject leaders play an important role in supporting class teachers and helping them to identify gifted and talented children.

Gifted or talented pupils will normally number between 5-10% of the school population, but this can vary from one year to another.

In identifying such children, it is worth remembering that gifted or talented pupils may be:

- Good all-rounders
- High achievers in one specific area
- Of high ability but low motivation
- Of good verbal but poor writing skills
- Very able with a short attention span
- Very able with poor social skills
- Keen to disguise their abilities

It should also be noted that performance data alone may not be enough to classify a child as gifted or talented, and many other factors may be considered. It is generally agreed that, for a child to be considered gifted, above-average intelligence needs to be matched with a level of creativity and commitment (see appendix).

In identifying children's abilities and potential, we are aware of factors such as ethnicity, EAL, gender, SEN and social circumstances, which may potentially make it more difficult to spot a gifted or talented pupil. We are committed to equal opportunities and it is our responsibility to identify ability and potential wherever it may lie.

Provision

We are committed to providing our most able pupils with appropriately differentiated learning opportunities in the classroom. For example, gifted or talented children may be given a different, more challenging activity or encouraged to engage in an open-ended task to a higher level. In some cases, it may be appropriate to give gifted children objectives or work usually reserved for older pupils. This differentiation is the responsibility of the class teacher and will be continually monitored by the Head Teacher and subject leaders.

We want all our pupils to become independent learners, but gifted and talented children will have a particular capacity for higher-level thinking and problem solving. They should be encouraged to use their initiative and take an appropriate amount of risk in their learning. They might be challenged to approach more abstract questions, see things from many angles and draw links between subjects.

Skillful questioning is an important way in which teachers can draw out the best in their gifted pupils. Challenge for the gifted and talented should involve discourse that enables children to

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learn techniques for expressing their views, for posing questions and for interrogating the views of others. Individual lessons should create opportunities for challenge through the use of probing questions, peer discussion and teacher-pupil interaction. Able children like to talk to and work with people who have greater levels of knowledge and expertise than themselves – adults or older pupils. They value the opportunity to discuss something in depth from time to time and it is important for teachers to recognise and provide for this. (DCSF, 2008)

Homework should either be differentiated or provide sufficient flexibility for an able child to stretch themselves.

Our programme of enrichment activities can be used to stimulate and motivate our gifted and talented children. We actively encourage these pupils to seize opportunities such as writing for purpose, participating in book/author club, performing musical solos at public events, training with sports teams or becoming Sports Captains for the school.

Enterprise projects, and other open-ended activities, provide particular opportunities for gifted and talented children to think and work creatively and independently at a high level.

In ensuring that able children are challenged and stretched, to fulfil their potential, teachers must also be careful not to overload them with work and should always provide adequate support. Open and honest communication with parents may help in this regard. Moreover, gifted and talented children should not be separated too much from their peers. Their social and emotional development remains equally important and, indeed, it is often beneficial for able children to work in mixed-ability groups, especially where they have the opportunity to explain and demonstrate ideas and methods.

Organisation

- Provision for gifted and talented pupils is overseen by the Head Teacher, Deputy Head and Key Role Governor.
- Responsibility for identifying and meeting the needs of gifted and talented children lies primarily with the class teacher, but any member of staff may notice and highlight a child's ability – especially where it lies outside the classroom.
- Subject leaders play an important role in supporting and helping the class teacher to meet the needs of their most able pupils. They should also monitor assessment data, observe lessons and scrutinise books to ensure that needs are met within their subject area. The subject leaders are responsible for ensuring that there are adequate resources available to meet the needs of all children.
- Teaching Assistants should be used, where appropriate, either to work with gifted and talented pupils, or to enable the class teacher to do so.

Transfer and Transition

Teachers are given adequate time to discuss individual children coming into their class with the previous teacher. These hand-over discussions should include information about gifted and talented pupils, their needs and learning styles.

Children described as gifted or talented arriving from another school should initially be automatically included on our register, and this will be subject to review after a reasonable period of time.

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On transition to another school, appropriate information pertaining to a child's abilities will be shared. On-going liaison with the secondary schools in our area, and various familiarisation visits in the summer term, facilitate smooth transition for our children at the end of Key Stage Two.

Monitoring and Evaluation

Once children are identified as having a particular gift or talent, it is important that we monitor their progress carefully – both as individuals and as a group – setting high expectations and striving to meet them. This group should be achieving well above average throughout their time at school.

Progress is monitored continually, through assessment for learning, and more formally three times a year, following written tests. As well as being scrutinised in isolation, performance and progress are monitored against regional and national data. This data should, however, be taken within the wider context of teacher assessment and the development of the child as a whole – enormous progress might have been made without it necessarily being reflected in test scores, and there may well be other evidence to support this.

Children themselves should be consulted about whether they feel challenged, and this is valuable feedback on the effectiveness of our policy.

Parental comments are also important, and these are sought in particular at parent consultation evenings, in written questionnaires and in reply slips attached to written reports.

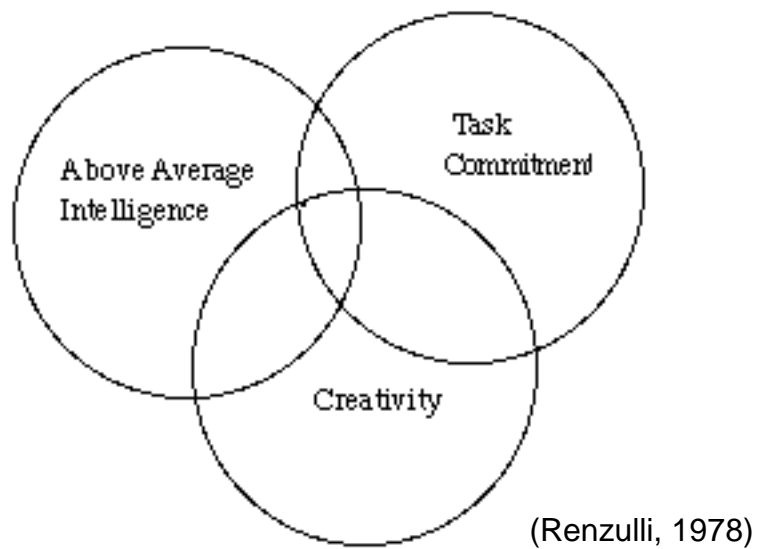
Governors take a keen interest in the effectiveness of this policy, and the school is accountable to them for the progress and performance of our higher achievers. We have appointed a Key Role Governor to monitor this area and report back to the Full Governing Body.

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Revised and agreed by Staff and Governors: January 2015
 Date of next review: January 2018
 Reviewed February 2022

Appendix 1

What Makes Giftedness?



Appendix 2

Characteristics of Giftedness		
Above average intelligence	Creativity	Task commitment

Advanced vocabulary	Questioning – very curious about many topics	Sets own goals, standards
Good memory	Has many ideas (fluent)	Intense involvement in preferred problems and tasks
Learns very quickly and easily	Sees things in varied ways (flexible)	Enthusiastic about interests and activities
Large fund of information	Offers unique or unusual ideas (original)	Needs little external motivation when pursuing tasks
Generalises skilfully	Adds details which make ideas more interesting (elaborates)	Prefers to concentrate on own interests and projects
Comprehends new ideas easily	Transforms or combines ideas	High level of energy
Makes abstractions easily	Sees implications or consequences easily	Perseveres – does not give up easily when working
Perceives similarities, differences, relationships	Risk-taker – speculates	Completes, shares products
Makes judgments and decisions	Feels free to disagree	Eager for new projects and challenges
	Finds subtle humour, paradox or discrepancies	Assumes responsibility

(Treffinger, 1986)

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