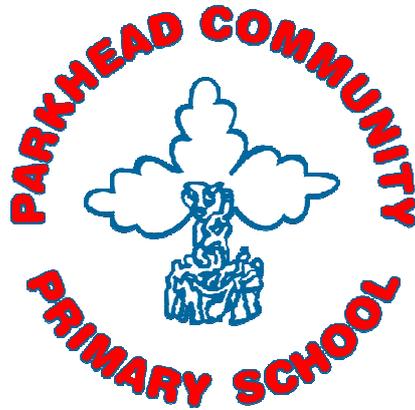


Parkhead Community Primary School



School Policies

Learning & Teaching Policy

Gifted and Talented Policy

Date Reviewed by Staff:	April 2016
Date Reviewed by Governors:	April 2016
Date of Next Review Process:	April 2017

Gifted and Talented Policy

Introduction

This policy is a statement of the entitlement of children with high ability at this school. It reflects the commitment of the school to support the able child. The Governors will be aware of these needs and that there should be provision within the budget for resources.

It is the purpose of this policy to:

- Define what is meant by gifted and talented
- Ensure that the school has a consistent approach to the identification of Gifted and Talented pupils
- Outline the kinds of provision made for meeting the needs of G&T pupils
- Help parents, governors and others to understand the work of the school.

School Context

At Parkhead Primary School we value the individuality of every child and acknowledge the importance of helping every child to recognise the spectrum of their capabilities in order to fulfil their potential. Whereas we uphold a philosophy of inclusion, we are aware that to offer all children the same opportunity is not to offer them equality of opportunity. If we are not to hamper the development of children of above average ability, it is important that we have a means of identifying such children and of encouraging them to reach for the highest level of personal achievement.

For all children in school we aim to:

- Develop inquiring minds, with the ability to question, think rationally and independently creating self-motivated thinkers.
- Promote excellence, equality and high expectations for everyone. Standards will be high in all areas of the school's work and there will be an atmosphere of challenge and support at all levels.
- Establish learning environments that will be exciting and rewarding.
- Provide a curriculum that is a broad range of creative, stimulating, sporting and artistic opportunities through which the children will experience discovery and success.
- Establish an ethos where everyone is included, valued and respected. Everyone will be given the opportunity to fulfil their potential and become the best that they can possibly be.
- Enable pupils to take responsibility for their own learning, to use and apply their developing skills and to work collaboratively.
- Enable the pupils to set themselves high standards, to take pride in their work and strive towards their targets.

In addition the school aims to:

- Use a wide range of methods to identify G&T pupils as early on in their school career as possible,
- Provide opportunities to develop specific skills, including higher order thinking and questioning skills, or talents.

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- Recognise under-achievement and to seek to remove it.
- Stimulate children through extra curricular activities and through curriculum enrichment.
- Audit provision through The Quality Standards.
- Compile a Gifted & Talented Register and enter this on the School Census

Definitions

The DfES uses the term "gifted" to describe children at the upper end of the spectrum of academic ability and "talented" to denote those with special ability in sport or the arts, with a recommendation that approximately 5% of children should be thus designated.

In keeping with the school's philosophy of inclusion and in support of our Forest School ethos, we have adopted a system based on Howard Gardner's model of multiple intelligences ("Frames of Mind", Howard Gardner 1984) which proposes that there are different kinds of intelligence, each of which becomes evident (either singularly or in concert) in different social contexts. Consequently, we recognise each of the following as valid fields within which children might demonstrate enhanced capability.

- Linguistic skills - reading, writing, speaking, listening, factual recall;
- Mathematical skills - number manipulation, logical and sequential processes;
- Naturalist skills - hierarchical ordering, awareness of natural world;
- Visual & spatial skills - observation, artistic representation;
- Musical skills - musical appreciation, singing, instrumental;
- Physical skills - fine & gross motor skills, sports, creativity;
- Social skills - relationships, leadership;
- Personal skills - self-awareness, emotional intelligence.

The characteristics of children demonstrating each of these traits are described more fully in Appendix A.

We believe that Gardner's model encompasses a full spectrum of abilities, thus widening access to the "gifted and talented" cohort to a broader range of children. By choosing to use such a model, we hope to encourage all children to value their own particular gifts and to appreciate those of their peers. Our aim is to help children discover "something they are good at" in order to build their self-esteem, bolster their confidence and raise their aspirations.

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Identification

In order to identify this rich diversity of abilities, it is essential to adopt a variety of methods.

- Quantitative data from tests and teacher assessments
- Rate of progress, including value added data and reference to prior attainment/achievement
- Evidence from pupil's work or performance, including that which has been completed out of class - although suitable safeguards will be taken to ensure that it is a true representation of the pupil's independent work
- Observations and nominations from teaching staff, classroom assistants, and external club leaders.

Although there may appear to be an abundance of methods for identifying G&T pupils, this is seen as a strength rather than a weakness as it encourages all partners in children's education to be "on the lookout for excellence" thus promoting a positive school ethos that is geared towards success. It is also widely accepted that no one single method of identification can be entirely accurate.

The school will seek to provide an enriched curriculum for all children. Through this it will be possible to identify the most able. The school will then seek to further provide.

PROVIDE - IDENTIFY - PROVIDE

The Gifted & Talented Register

Teachers and non-teaching school staff may nominate a child for inclusion in the register by giving the G&T Coordinator a completed nomination form, which includes the child's name and age, appropriate details regarding the 'gift/talent' and evidence to support the nomination. Although the class teacher is likely to be the person with best in-school knowledge of an individual child, any teacher may nominate any child.

Nominations by external partners can be made in a similar manner, using the relevant nomination form, to the class teacher or directly to the G&T Coordinator. Such nominations are regularly reviewed (and transferred to the register, if appropriate) by the G&T Coordinator.

The G&T Coordinator and/or a member of the LLTT to review the register termly to determine whether it is appropriate to remove or amend entries. It is acknowledged that some children may have been nominated inappropriately for a variety of reasons (e.g. isolated instance of perceived talent) and may subsequently not meet expectations. However, these children may have been subsequently deprived of opportunity to develop or demonstrate their particular talent or may be underachieving, a situation which will be investigated and addressed as quickly as possible.

A "rule of thumb" target is that the G&T Register should include approximately 5-10 % of pupils in each class, however due to the 'skills/multiple intelligences' approach taken there may be a higher number than this in a particular class.

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The Role Of The School Gifted And Talented Coordinator

At Parkhead Community Primary School, we recognise the necessity for all staff to be involved in identifying, encouraging and providing for the needs of G&T children. However, we also recognise that having a named person with specific responsibility will ensure that the issue is kept in the forefront of staff consciousness. The G&T Coordinator plays an important role in reminding the LLTT, teaching staff, non-teaching staff, club leaders etc. of their responsibilities (throughout the year and especially at strategic dates.)

The G&T Coordinator keeps abreast of issues relating to "gifted and talented" pupils, bringing these to the attention of appropriate staff as necessary and acting as a point of reference for colleagues who need assistance, advice etc.

The G&T Coordinator, alongside the LLTT is responsible for maintaining the G&T register. This includes:

- Keeping a record of nominations and transferring details into the register, as appropriate
- Printing out lists children on the G&T register to display in the staff room at the beginning of each term
- Monitoring and recording the academic progress of children on the G&T register.
- Reviewing the G&T register on a termly basis;
- Passing appropriate information to secondary schools prior to transition of Year 6 classes.

The G&T Coordinator will confer with class teachers to ensure that children identified as academically "gifted" or "more able" are provided with a curriculum that is sufficiently challenging to encourage their continued development. The G&T Coordinator will advise and assist class teachers with researching, previewing and purchasing appropriate differentiation and extension materials where appropriate.

The G&T Coordinator will ensure that children on the G&T register are encouraged to develop their interests and skills. This may be achieved by encouraging such children to participate in present provision e.g. after-school activities. It may also involve referring them towards local provision outside school e.g. local clubs and Summer-schools. (It is important that, wherever possible, parents are involved so that barriers to participation are removed.)

The G&T Co-ordinator will liaise with external providers with regard to their provision of various activities targeted at talented pupils.

Classroom Provision

At Parkhead Community Primary School pupils are in single year group classes. Within this context, teaching staff group children into smaller sub-sets (within the classroom) based on their perceived ability in particular skill areas. This facilitates setting differentiated tasks, thus ensuring that pupils are suitably challenged and their motivation maintained. However, teaching staff are mindful of the need to keep these sub-sets flexible, so that "late developers" or pupils whose ability was initially misjudged are not held back and groupings are reviewed and adjusted regularly throughout the terms.

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Class teachers plan differentiated activities for all children in all lessons and ensure children are given regular opportunities to work alongside others of similar ability. In addition to the normal differentiation:

- Classroom support staff provide invaluable assistance working with small groups of pupils in the classroom context or withdrawn from the class. This arrangement enables pupils who grasp concepts quickly to engage in extension activities that embed recently-learned skills whilst developing their capacity to apply these in a more demanding context.
- Designing and setting enrichment/extension activities that require more advanced skills, such as higher order thinking, to complete. These are available to all pupils, in a "Challenge Area" of the classroom, once earlier tasks have been completed. Such activities provide opportunity for experimentation and development of a theme. Where these activities require extended investigation, pupils may be encouraged to complete them at home, which will encourage independent learning and enquiry. (Completion of these activities is often rewarded with merits, etc)

Gifted children need to be challenged and Parkhead Community Primary School believe that the role of the teacher is vital in challenging the thinking of the gifted child.

School-Wide Responsibilities

Senior Management Team

The head-teacher acknowledges the need to maintain a high profile for "gifted and talented" issues and will ensure that these are regularly timetabled for discussion at Governors' Meetings and at LLTT and L&T forums.

The head-teacher will support the G&T Coordinator in establishing appropriate systems for identifying, recording, developing, monitoring and reviewing the progress of gifted and talented pupils; and will ensure that these systems are adopted by all staff.

The LLTT will ensure that appropriate budget is allocated to the provision of resource materials for use with gifted and talented pupils, and that there is access to training opportunities and appropriate expertise for all staff.

The LLTT will encourage and facilitate the organisation of whole-school 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.)

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Governors

School Governor will be involved in regularly monitoring the achievements and progress of G&T pupils and evaluating school's performance against the Institutional Quality Standards.

Teaching staff

Teaching staff are mindful of the need to challenge the most able pupils in their class and will plan differentiated lessons and classroom extension activities that stimulate and encourage independent learning and a spirit of enquiry. Teaching staff will employ appropriate teaching strategies to ensure that more able pupils fulfil their potential.

Classroom support personnel

Classroom support staff and volunteer helpers will be offered, where appropriate, access to training opportunities that relate to identifying and working with children of differing abilities and will be encouraged to identify and nominate pupils for inclusion on the G&T Register.

Parents

Parents and carers of all school pupils are encouraged to discuss their child's progress (or any matters of concern) with the class teacher at twice yearly parents' evenings and by appointment at any other time throughout the year. Parents of more able children are reminded that this is no less applicable to them than to other parents.

At the beginning of each school year a Parent Questionnaire will be sent home regarding each child's interests, skills and abilities. This provides the opportunity for parents to make school aware of any 'talents' demonstrated or achievements made outside of school and can act as evidence towards identification as G&T.

Regular and consistent communication between the school and home will seek to ensure that parents (and carers) are aware of the importance of their role in encouraging and developing their child's abilities and interests; helping children to set and achieve realistic targets; and how to build their child's self-esteem.

Pupils

Every opportunity is taken 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; 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 their abilities and the wide range of opportunities offered to them. 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.

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Key Stage 2 pupils on the G&T Register will complete a Pupil Learning Log at the end of each week as an opportunity to reflect upon their learning, consider how they can take their own learning forward and set themselves appropriate learning targets.

Partners and specialist providers

At various times during the year, the school employs a number of external agencies to deliver learning opportunities (e.g. musical tuition and sports clubs/sessions) both during and outside of school hours. Every effort is made to ensure that these providers are aware of and will operate in accord with our positive behaviour management strategy. Additionally, providers are asked to aid 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 these partners for inclusion on the G&T Register.

General

Parkhead Community Primary School is keen to foster a culture in which achievement and success are recognised and rewarded. To this end, we have adopted a positive behaviour management strategy, in which all staff are encouraged to praise pupils' positive behaviour and to commend effort. This applies not merely to classroom learning and behaviour but also includes out-of-school activities such as swimming, football, scouts, etc. Children's achievements are recognised during class time, Wing Assemblies and in whole school Achievement Assemblies.

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Policy - Dissemination, Monitoring and Review

This policy has been written by Mrs L Forster (school Gifted & Talented Coordinator) in consultation with the head-teacher, Mrs P. Bailey. Definitions and identification procedures will be discussed and agreed with LLTT followed by all teaching staff at a L&T forum during the summer term.

The head-teacher has overall responsibility for ensuring that the policy is implemented in the school. Issues raised during the monitoring process will be reported to the governing body and addressed through the school development plan.

This policy will be reviewed by the head-teacher, assisted by the G&T Coordinator, at least every three years to ensure that it continues to meet the identified needs of the school and its pupils.

Next Review Due: Sept 2016

APPENDIX A - RECOGNISING MULTIPLE INTELLIGENCES

LINGUISTIC (Linguistic intelligence)

Children with strong linguistic intelligence are likely to "always have their head in a book". Not only do they like reading, they also write (stories, poems and letters) for pleasure. They usually mention things they have read about. They will have a wide vocabulary, be good at spelling, and are often fascinated by words and their meanings. They explain themselves well and like to teach others. They enjoy word games & puzzles (Scrabble, crosswords, etc.) and may also enjoy quizzes. They may be talkative (but not necessarily).

MATHEMATICAL (Logical-mathematical intelligence)

Children with strong logical intelligence are likely to score highly in Maths tests. They are good at mental arithmetic and most aspects of Maths. They are interested in science and how things work. They will often count things for no apparent reason. They may have particular ways of doing things (even to the point of obsession). They can become frustrated by people who cannot see their point of view or way of doing things. They are likely to be well-organised and punctual. They may make lists (perhaps of things to do). They may also enjoy jigsaws and mazes. They often prefer to work alone.

NATURALIST (Naturalist intelligence)

Children with strong naturalist intelligence like all kinds of animals and may be responsible for looking after a pet. They may be interested in gardening and the countryside and will probably prefer to be outside. They may show an interest in insects, dinosaurs or archaeology and will enjoy nature programmes on TV. They probably collect things (such as cards, etc. but especially insects, bits of rock) and may keep a scrapbook. They may be tidy and well-organised.

VISUAL-SPATIAL (Visual-spatial intelligence)

Children with strong visual-spatial intelligence are "natural artists". They notice small differences in detail and have a good visual imagination. They will be good at drawing and enjoy drawing sketches, cartoons & doodles. They have a strong sense of colour. Given the opportunity, they will enjoy taking photos and making videos. They can find their way around easily. They use their hands when talking or explaining. They may also enjoy jigsaws & maze puzzles.

MUSICAL (Musical intelligence)

Children with strong musical intelligence like a wide range of music. They recognise tunes easily and quickly and are quick to learn songs. They may play a musical instrument (if provided with opportunity). They will probably be good singers. They are likely to hum or sing to themselves (or out loud) whilst doing other things. They may tap out rhythms. They are fascinated by different sounds.

PHYSICAL (Physical / bodily / kinaesthetic intelligence)

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Children with strong physical intelligence are good at sport & physical activities. They like practical activities (such as model-making, sewing, cooking, making things). They cannot help touching things and probably use their hands when talking. They have expressive facial features and may be good at drama. They are well co-ordinated with a good sense of balance, and may be good dancers.

SOCIAL (Interpersonal intelligence)

Children with strong interpersonal intelligence get on well with people. They are friendly and outgoing and relate well to people both older and younger than themselves. They are good listeners, patient - and may be a "peace-keeper" amongst their friends. They notice how people are feeling and may act as a "comforter". They have a number of close friends and may be the "leader" of the group (albeit subtly). They prefer team games and working in groups. They are likely to be a member of a club.

PERSONAL (Intrapersonal intelligence)

Children with strong intrapersonal intelligence are "thinkers", though they may be seen as "dreamers". They prefer to "keep themselves to themselves" and may appear shy and withdrawn. They may not respond in class but prefer to talk to the teacher about the topic after the lesson. They usually have a clear idea about their future and will set themselves personal targets & challenges. They are interested in life stories and may keep a personal diary.