CHRIST CHURCH
C. OF E.
PRIMARY SCHOOL

GIFTED AND TALENTED POLICY

November 2009, Updated July 2012
Gifted and Talented Policy
(see also Inclusion; Teaching and Learning)

1 Introduction

Learning at Christ Church C of E Primary is a journey, sometimes travelling together, sometimes working as an individual; needing a guide, sometimes needing support - step by step; tackling challenges to reach their personal best; having a sense of awe and wonder with discoveries; always enjoyable.

We are privileged to be involved in each and every child’s learning and development and we value each child’s talents and skills. We believe that the best learning happens when every child has a creative approach to learning, access to ICT, is able to develop independence and has a range of wide and varied stimulus. There is access for all.

The purpose of this policy is to help to ensure that we recognise and support the needs of those children in our school who have been identified as ‘gifted’ and/or ‘talented’ according to national guidelines.

In the national guidelines, the terms are distinguished as follows:

- ‘gifted’ refers to a child who has a broad range of achievement at a level well above average, typically in the more academic subjects;
- ‘talented’ refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.

To be regarded as more able is to demonstrate a significantly higher level of ability, which places them into the highest achieving 10% of our school population, than most children at the same age in one or more curriculum areas or in any of the following:

- Physical talent
- Artist talent
- Mechanical ingenuity
- Leadership
- High intelligence
- Creativity

Also those pupils who have a broad spectrum of high ability when viewed against national norms and those pupils who have a particular skill and ability in discreet areas e.g art, maths, music, PE etc.

While we recognise and cater for these particular categories of children in our school, at the same time, we respect the right of all children, irrespective of differences in ability, to access various areas of learning, both for their self-fulfilment, and for their eventual development into active and responsible adults. In our mission statement, we declare accordingly that we value the individuality of all our children.
2 Aims and objectives

Our aims are to:

- ensure that we recognise and support the needs of all our children;
- enable children to develop to their full potential;
- offer children opportunities to generate their own learning;
- ensure that we challenge and extend the children through the work that we set them;
- encourage children to think and work independently.

3 Identification of gifted and talented children (See Appendix 1 – general characteristics of gifted and talented learners, Appendix 2 Indicators of gifts and talents related to phase)

We use a range of strategies to identify gifted and talented children. The identification process is ongoing, and begins when the child joins our school. Each child's pre-school record gives details of achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.

Children undergo baseline assessment within the first half-term of joining our reception class. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's Foundation Stage profile with the parent, and use this information when planning for individual needs.

As the children progress through the school, we test them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets.

The children undertake national tests in Year 2 and Year 6, plus the optional national tests in Years 3, 4 and 5. Teachers also make regular assessments of each child's progress in all subjects of the National Curriculum. We compare the information from these tests with a range of national and LA data, in order to ensure that each child is making appropriate progress.

Teachers discuss the children's progress with parents and carers at the termly consultation evenings, and report annually on each child's progress in July.

4 Aptitudes in English and mathematics

Gifted children in English are identified when they:

- demonstrate relatively high levels of fluency and originality in their conversation;
- use research skills more effectively to synthesise information;
- enjoy reading, and respond to a range of texts at a more advanced level;
- use a wider vocabulary, and enjoy working with words;
- see issues from a broader range of perspectives;
- use more advanced skills when engaged in discussion.

Gifted children in mathematics are identified when they:

- explore a broader range of strategies for solving a problem;
- are more curious when working with numbers and investigating problems;
- see solutions more quickly, without needing to try all the options;
- look beyond the question in order to hypothesise and explain;
- work more flexibly, and establish their own strategies;
- enjoy manipulating numbers.
5 Teaching and learning (see Appendix 3 Prompts for identification within the classroom)

Our teachers plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning, such as by providing:

- a common activity that allows the children to respond at their own levels;
- to work with pupils of similar ability. This may mean that it is appropriate for pupils to work with older pupils occasionally;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for children to progress through their work at their own rate of learning, organizing their own work, carry out tasks unaided, evaluate their work and become self critical.

Children are familiarised with a variety of organisational strategies as they move through the school. These strategies can be used by all children, but give due scope to higher achievers.

We offer a range of extra-curricular activities for our children. These activities offer higher achievers the opportunity to further extend their learning in a range of activities.

Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children.

The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning including cluster schools enrichment days.

6 Management strategies

There is a nominated teacher who coordinates the provision and practice within the school for gifted and talented children. The coordinator's role includes:

- running a register of gifted and talented pupils, and keeping it up to date;
  - The register will be updated after every assessment week or discussed under the 'cause for concern' item on the weekly staff meeting (Appendix 5)
- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken across all curriculum areas by the higher achievers;
- regularly reviewing the teaching arrangements for these particular children;
- monitoring their progress through termly discussions with teachers;
- supporting staff in the identification of these children;
- providing advice and support to staff on teaching and learning strategies;
- liaising with parents and carers, governors and LA officers on related issues.

7 Parental involvement (see Appendix 4 Sample letter to parents)

If a parent thinks their child is gifted or talented, they should first discuss their abilities and needs with the child's teacher or headteacher. Parents and teachers will work together for the needs of the Talented and Gifted child.
8 Monitoring and reviewing

The gifted and talented co-ordinator has overall responsibility for:
- ensuring the policy is implemented
- co-ordinating the monitoring progress
- ensuring that the professional development programme includes relevant aspects of gifted and talented provision.

The governor with responsibility for inclusion issues monitors the school provision for gifted and talented pupils. The governor will work with the school's gifted and talented coordinator in support of the school's efforts to help these pupils to reach their full potential.

The coordinator for our provision for gifted and talented pupils provides feedback to the governing body on an annual basis.

This policy will be reviewed every two years, or earlier if necessary.

Signed:

Date:
Appendices taken from DCSF Identifying gifted and talented learners – getting started Revised May 2008

Appendix 1: General characteristics of gifted and talented learners

General characteristics of gifted and talented learners

The following characteristics (taken from the 1998 Ofsted review of research by Joan Freeman) are not necessarily proof of high ability but they may alert teachers to the need to enquire further into an individual’s learning patterns and ability levels.

He or she may:

• be a good reader;
• be very articulate or verbally fluent for their age;
• give quick verbal responses (which can appear cheeky);
• have a wide general knowledge;
• learn quickly;
• be interested in topics which one might associate with an older child;
• communicate well with adults – often better than with their peer group;
• have a range of interests, some of which are almost obsessions;
• show unusual and original responses to problem-solving activities;
• prefer verbal to written activities;
• be logical;
• be self-taught in his/her own interest areas;
• have an ability to work things out in his/her head very quickly;
• have a good memory that s/he can access easily;
• be artistic;
• be musical;
• excel at sport;
• have strong views and opinions;
• have a lively and original imagination/sense of humour;
• be very sensitive and aware;
• focus on his/her own interests rather than on what is being taught;
• be socially adept;
• appear arrogant or socially inept;
• be easily bored by what they perceive as routine tasks;
• show a strong sense of leadership; and/or
• not necessarily appear to be well-behaved or well liked by others.

Underachievement

Gifted and talented underachievers may tend to:

• have low self-esteem;
• be confused about their development and about why they are behaving as they are;
• manipulate their environment to make themselves feel better;
• tend towards a superior attitude to those around them; and
• find inadequacy in others, in things, in systems, to excuse their own behaviours.

Sometimes those with abilities in one or more areas of learning may also suffer from a disability or difficulty in others. This can present a considerable barrier to the achievement of potential, as well as leading to frustration and disaffection.
Appendix 2: Indicators of gifts and talents related to phase.

**Indicators of gifts and talents related to phase**

Some children display signs of high ability at an early age. However, since an individual’s level of ability is not fixed and may develop significantly over time, the stage at which high potential is demonstrated will vary from one child to another. Teacher observation and informal assessment play an essential part in recognising high potential, particularly in the case of very young children. Whilst characteristics of high ability may be displayed at any age, some features may become particularly prominent during one phase of development and of schooling. Similarly, it is important that schools and colleges should meet the needs of gifted and talented learners in ways which are most appropriate for the stage of personal, social and emotional development which has been reached. The table below provides some examples of particular characteristics and needs of learners which may be most prominent, though not found exclusively, during one phase of schooling or another. These are indicative and not definitive.

<table>
<thead>
<tr>
<th>Early Years</th>
<th>Primary</th>
<th>Secondary</th>
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<tbody>
<tr>
<td>Is it precocity or giftedness?</td>
<td>Needs fewer steps in process.</td>
<td>Questions rules/authority.</td>
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<tr>
<td>Uneven development.</td>
<td>Enjoys increased pace.</td>
<td>Non-conformity.</td>
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<td>Often easily bored &amp; disruptive.</td>
<td>Likes open-ended situations.</td>
<td>Excellent sense of humour.</td>
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<td>Needs enrichment more than acceleration.</td>
<td>Responds to a wide variety of creative opportunities.</td>
<td>May develop lifelong passion for field or hobby.</td>
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<td>Can show reflection above age.</td>
<td>Needs to be encouraged to take risks.</td>
<td>Intellectual curiosity stands out.</td>
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<td>Emotional literacy can lag behind academic work.</td>
<td>Needs to develop self-esteem in supportive environment.</td>
<td>Exceptional powers of concentration, stamina.</td>
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<tr>
<td>Identification for understanding and provision not labelling.</td>
<td>Whatever the intellectual level must remember actual age.</td>
<td>Needs to work with learners of similar ability in/out of school.</td>
</tr>
</tbody>
</table>
Appendix 3: Prompts for identification within the classroom

Prompts for identification within the classroom
This diagram is intended to support classroom practitioners in identifying gifted and talented learners. The processes in it will feed into and should be informed by those in the Institution-wide Identification Cycle. Whilst it demonstrates one possible routeway, identification is not a linear process and practitioners should continuously be on the look-out for indications of high ability and previously undiscovered potential in the classes they teach. They will need to plan a range of opportunities which allow learners to demonstrate ability or potential ability.

Start

Has the learner been identified by his/her previous school or teacher?

Check transfer records.

Does the learner demonstrate any particular abilities and interests through activity which s/he takes part in out of school?

Use learner/parent questionnaires, review days, parents meetings to find out about out of school interests and activities.

Does performance within the classroom or outside suggest that the learner has ability within the top 5% nationally (secondary schools)?

Consult criteria on the YG&T website.

Is performance in recent formal tests eg, SATs, CATs and/or teacher assessment significantly higher than that of others in the class?

Ensure that planning takes account of learners’ needs and interests, offering challenge within the classroom and access to out-of-school opportunities that are available locally, regionally and nationally.

Provide opportunities for pupils to demonstrate high performance and scan regularly for indications of potential.

Provide additional support and encouragement for underachievers whilst ensuring that learning targets and activities are sufficiently challenging.

Tap into sources of support for underachievement, such as expertise within and beyond the school, mentoring, etc.

Does the learner occasionally or inconsistently demonstrate high performance, and/or characteristics of G&T underachievers?

Are there any factors which might mask this learner’s ability or hamper consistent achievement?

Does performance in recent formal tests eg, SATs, CATs and/or teacher assessment significantly higher than that of others in the class?

Does the learner demonstrate a number of characteristics or behaviours of gifted and talented children/young people?

Appendix 4

Sample letter to advise parents that their child has been included on the able, gifted and talented register

November 2009, Updated July 2012
Dear parent / guardian

As you may be aware, our school maintains a register of those pupils who are particularly able in one or more activities or areas within the National Curriculum. In line with national guidance, our able, gifted and talented register is comprised of the top 10% of our school population.

I am pleased to inform you that your child (or insert name) has been identified as being one of our more able pupils due to his/her ability in (insert subject/s) and will be placed on our able, gifted and talented register for this academic year.

As all children develop and progress at different rates, the register will be reviewed at the end of each academic year. At this time, children may be moved either on or off the register to ensure that it continues to reflect the top 10% of our school population. Please also be aware that when your child transfers to a new school, he/she will not automatically be included on their able, gifted and talented register.

If you are happy for your child to be included on the register for this year, please sign and return the cut off slip at the bottom of this letter and include any comments you wish to make.

Please do not hesitate to get in touch with me at school if you have any questions.

Yours faithfully

Gifted and Talented Leading Teacher

I am happy for my son/daughter _______________________________ to be placed on the Able, Gifted and Talented register for 2009/10.

Any comments:

Signature __________________________ (parent/guardian) Date ___________

November 2009, Updated July 2012
## KS1 SATs Results
<table>
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<tr>
<th>Name/Class</th>
<th>Gender</th>
<th>DOB</th>
<th>DOA</th>
<th>Sci Rd</th>
<th>Tk Rd</th>
<th>Cm Wr</th>
<th>S&amp;L Ma</th>
<th>G &amp; T in subjects (parents) (other source)</th>
<th>Maths</th>
<th>Literacy Read/Writing</th>
<th>Science</th>
<th>Please attach relevant evidence</th>
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## Optional SATS/KS2 Target Levels
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<th>DOB</th>
<th>DOA</th>
<th>Sci Rd</th>
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