



Policy for Gifted, Talented & Able Pupils

'We are what we repeatedly do. Excellence, therefore, is not an act but a habit.' - Aristotle

Rationale

All pupils at College Park Infant School are entitled to a structured, balanced and challenging curriculum that is suited to their needs and their aspirations. Providing enriching learning experiences for all our pupils is vital and this includes specific provision for the most able. We believe that the development of provision for gifted, talented and the most able pupils will improve provision for pupils of all abilities.

Aims

We aim to:

- Recognise and support the abilities, personal qualities and talents of all pupils;
- Promote a sense of enjoyment and excitement in learning and a culture of high expectation for all pupils;
- Ensure that all children receive an education appropriate to their abilities;
- Provide challenge for all, including the most able, employing a range of teaching methods which encourage pupils to take responsibility for their own learning;
- Develop a recognition and awareness of gifted, talented and able pupils and their individual strengths;
- Ensure that all teachers share responsibility for the monitoring of pupils, including the most able;
- Recognise under-achievement and seek to remove any barriers to learning;
- Provide opportunities for all pupils to develop their strengths through high quality extra-curricular activities and curriculum enrichment, including specific provision for gifted, talented and able pupils;
- Consider the personal, social and emotional needs of all pupils, including those of our most able;
- Work in partnership with parents to maximise the opportunities for pupils' to reach their potential;
- Celebrate the achievements of all pupils;
- Use national standards to regularly review our provision for gifted, able and talented pupils.

Definitions

There are no standard definitions of 'gifted' and 'talented'. The government defines gifted and talented learners as follows:

'Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop these abilities).'



Gifted describes learners who excel academically in one or more subjects such as Maths, English or Science.

Talented refers to learners who have the ability to excel in practical areas such as sport or the creative and performing arts.



All schools are required by the government to identify the top 5 – 10% of each cohort in the school, to be placed on the termly census of gifted and talented pupils for central analysis. These requirements are met by the school, however we avoid using the term 'gifted' with pupils as it can suggest that a

particular skill or ability has been ‘given’ to a child without recognising the hard work and commitment which is required for pupils to develop and maintain their abilities.

As a school, we have a number of pupils working above the level expected for their year group. We have therefore chosen to use the term ‘**Most Able**’ on a day to day basis to identify and track those pupils who are academically very able in one or more areas, encompassing a wider group than those just included on the census.

Identification

A range of information is used to support identification of Gifted, Talented and Able pupils.

This may include:

- National curriculum tests
- Optional tests
- On-going teacher assessment
- Information from the previous teachers
- Classroom observation (checklist of criteria – see Appendix A)
- Work scrutiny (across the curriculum)
- Performance in extra-curricular activities
- Performance outside of school e.g. involvement at a high level in a sports club

Identification is generally made by class teachers through discussion with their year team and the Inclusion Manager and the register is reviewed at least twice a year. Pupils entering the school during the academic year may be placed on the register mid-year if teacher assessment data and/or teacher observations support this.

Our identification procedure also includes pupils who have the potential to achieve, but who are currently not regularly demonstrating high achievement (i.e. underachievers). The identification process will take into account factors such as motivation, personality, first language and home background, which are significant in converting potential into performance.

Pupils may move on and off the register. We are aware that relative high ability against peers can be due to the age of the child (Autumn birthday) or advantages in terms of early support from home, which may mean a pupil’s relative ability becomes more level with their peers over time.

Further details regarding identification are found in the Appendices.

Provision

We provide three ‘waves’ of provision for pupils to ensure that they receive an education appropriate to their abilities (see Appendix C).

Wave 1 Provision: Quality First Teaching – whole class

As a school, we strive to ensure that pupils receive good quality whole class teaching. Teaching and learning approaches which are particularly appropriate for challenging able pupils are used to benefit the whole class, whilst ensuring that the needs of the most able are met during whole class sessions.

Wave 2 Provision: Differentiated Group work

All pupils benefit from regularly planned differentiated group work as part of the curriculum. For our most able pupils, this will include guided tasks with the class teacher, independent group work at an appropriate level or depth and appropriately challenging homework tasks. It may also include working with pupils with similar needs/at a similar stage of development from across the year group in ‘Targeted Teaching Groups (TTGs)’ for English and Mathematics in Years 1 and 2, or with those from another year group. Additional group work outside of the regular curriculum may be

provided on occasions where staffing and resources allow, for example, specific extra-curricular provision and additional enrichment opportunities such as trips, competitions and ‘master classes’.

Wave 3 Provision: Individualised Provision

Individual provision may be used on occasions for the small number of pupils who demonstrate exceptional ability, or who require an individualised programme to support their needs. The needs of the majority of most able pupils are met through wave 1 and 2 provision.

All three waves of provision will include both extension and enrichment work:

Extension Work

The aim of extension work is to teach a child new knowledge or skills, increasing the range of the child’s knowledge or understanding. Learning new techniques or facts, and moving forward to the next step is what extension work is primarily concerned with.

Enrichment Work

The aim of enrichment work is to add richness, fullness, range and deeper understanding to children’s existing knowledge. It requires pupils to apply their existing knowledge to new contexts, to pose and answer their own questions, and to solve problems. It is through enrichment work that our most able pupils are able to demonstrate their potential.

We believe that our most able pupils should remain socially integrated with their peers, and we therefore do not use ‘acceleration’ (moving pupils to an older class) as a strategy for supporting their needs. Exceptionally able pupils may be 3 or more years ahead of the expected stage for their year group in one or more areas and therefore moving them into the year group above does not necessarily ensure that their academic needs are met and may cause further problems socially. Instead, the school will employ the range of wave provision to ensure that pupils have suitably differentiated work and the opportunity to work with pupils of a similar ability where possible in specific areas.

The Role of Staff

We believe that responsibility for gifted and talented pupils should be distributed throughout the school.

Class teachers are responsible for the day-to-day teaching and assessment of our most able pupils, for reporting to parents and for the on-going tracking of progress.

Year Group Leaders are responsible for ensuring that regular discussions take place regarding the planning and provision for most able pupils. Identification of pupils for the register will take place through year group discussion. Provision for most able pupils will form part of the Year Leader’s on-going monitoring of the year group, including moderation of work, work sampling, pupil interviews and lesson observations.

The Senior Leadership team (Headteacher, Deputy Headteacher and Assistant Headteacher) will ensure that discussions regarding the progress of pupils on the register are held regularly as part of the whole school monitoring programme. Provision for most able pupils will be monitored through the school’s annual monitoring programme of lesson observations and work scrutiny. The SLT are responsible for ensuring that there are regular opportunities for staff training in teaching methods of benefit to the most able pupils.

Subject leaders are responsible for remaining up to date in their subject, and where appropriate, may offer advice regarding planning, provision and resources for pupils on the register in their subject area. Through work sampling, they will consider whether the needs of the most able pupils are being met in their subject areas and provide feedback to year groups.

The **Inclusion Manager** will be a ‘champion’ for pupils who are Gifted, Talented and Able, liaising with staff regarding their responsibilities as noted above, co-ordinating the regular review of provision and the register, and ensuring that any identified strengths and areas for development are reflected in the action plan for gifted, able and talented provision. The Inclusion Manager will liaise with Classteachers and parents regarding any concerns with pupils on the register and support Year Leaders with the development of provision. The Inclusion Manager will also report to the Governors’ Curriculum Committee and Pupil Achievement Team regarding the policy and provision for gifted, talented and able pupils.

The **Curriculum and Welfare Committees** (governors) are accountable for the overall policy and provision for gifted, talented and able pupils. Through their monitoring programme, including year group link visits, pupil interviews, data analysis and presentations from key staff, they will seek information to enable them to challenge and support the school in reviewing and developing provision for Gifted, Talented and Able pupils.

The Role of Pupils

At College Park, all pupils are encouraged to be actively involved in the learning process. This is particularly important for our most able pupils in order for them to develop as independent learners. Involvement of pupils may include:

- Self-assessment – understanding their own next steps for learning
- Peer-assessment – helping others to improve their work
- Working with the teacher to set their own targets
- Evaluation of themselves as learners (e.g. by use of the TASC wheel)
- Opportunities for them to pose and answer their own questions, and to record work in their own way
- Selecting the appropriate level of work from several tasks
- A sample involved in pupil interviews to help evaluate provision
- Children taking on specific roles (e.g. envoys, coaches, experts)
- Using their strengths to contribute to the school community

Partnership with Parents

The school recognises the importance that parents have in their child’s development. The school aims to work in close partnership with parents. This will include:

- Sharing information regarding the identification of pupils on the register of most able pupils, and those identified on the census of Gifted and Talented pupils.
- Informing parents about the provision for gifted, talented and able pupils.
- Informing parents about progress and next steps for learning.
- Providing advice to parents regarding the support of pupils outside of school.

The school also recognises the role that parents can play within the school, and welcomes input from parents to support both curricular and extra-curricular activities for the benefit of their own child, or a wider number of pupils.

Review

Agreed: January 2016

Agreed by: Inclusion Manager & SEN Governor

Review: January 2018

Appendix A : Characteristics to support Identification of Gifted Pupils

Appendix B : Provision map for Most Able Pupils

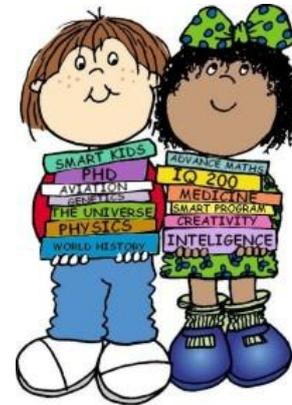
Appendix A

Characteristics to Support the Identification of Gifted Pupils

Consideration of the following characteristics may help to gather qualitative information regarding pupils in order to decide who should be placed on the termly census. They may also be useful in identifying pupils with potential, but who are currently underachieving when data alone is considered.

Gifted pupils may:

- Think quickly
- Reason well
- Understand complex instructions
- Grasp new concepts easily; remember and apply them
- Become absorbed in tasks
- Show invention and imagination
- Ask searching questions
- Make perceptive, original comments
- Demonstrate persistence and perfectionism
- Welcome opportunities for intellectual development
- Actively seek out new challenges
- Respond extremely positively to feedback
- Relate well to adults
- Become frustrated when they are unable to do something 'easily'



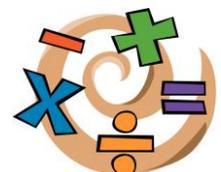
Pupils gifted in English may:

- Show interest in and understanding of a range of literature
- Give detailed and mature responses
- Demonstrate the ability to see beyond the particular to the general
- Show the capacity for organising responses, feelings, ideas and thoughts in language
- Demonstrate the capacity for originality, wit and vividness of the spoken work
- Be able to argue a point or give an opinion clearly and convincingly
- Be fluent and persuasive when speaking/explaining to individuals and groups
- Change approach, role or style as occasions demand
- Show outstanding ability to read with understanding and enthusiasm an increasing range and complexity of texts
- Be able to write imaginatively, logically accurately and clearly
- Be self critical, draft and re draft own and others work, independently



Pupils gifted in Mathematics may:

- Demonstrate initial quickness with figures
- Avoid tedious calculations
- Show geometrical skills
- Verbalise mathematical experiences and discuss what would happen if conditions were varied
- Show ability to think logically
- Be skilful in making deductions
- Use precise mathematical communication - original remarks, unexpected questions, use of mathematical language
- Demonstrate the ability to relate one problem to another quite different one
- Exercise mathematical skills on a widening range of problems
- Check answers and often pose their own problem and extend tasks independently
- Show mathematical curiosity
- Readily use knowledge from previous experiences
- Be quick to take on board new knowledge, skills and processes



- Choose appropriate mathematics and materials for tasks
- Adopt a systematic approach to problems when appropriate
- Identify patterns
- Enjoy challenging work, particularly problem-solving, accepting that there is not always the 'right' answer

Pupils Gifted in Science may:

- See the relevance of what is learned to situations outside classroom
- Show curiosity in the world around them by asking questions, making observations and linking knowledge
- Realise a methodical approach in testing is necessary
- Show the ability to hypothesise
- Possess detailed knowledge of scientific concepts
- Perceive rapidly the direction of an investigation and anticipate realistic outcomes
- Link a range of data into coherent patterns
- Persistently pursue an investigation until all reasonable avenues have been explored
- Show high level questioning
- Apply knowledge from previous experience
- Challenge the ideas of others
- Draw observations together and reflect on their meaning
- Explain thinking which leads to a solution
- Make the idea that they are investigating 'their own'
- Predict using patterns in observations
- Plan and carry out a simple investigation within everyday experience with a vision as to what is to be found out
- Describe and communicate important points so that others can understand them





PROVISION MAP for MOST ABLE PUPILS



Wave 1 : Quality first teaching <i>All pupils benefit from ...</i>	Wave 2 : Needs Grouping <i>Pupils within the ability group will benefit from ...</i>	Wave 3 : Individualised Provision <i>A small number of exceptionally able pupils may require ...</i>
<ul style="list-style-type: none"> • A variety of teaching approaches to direct pupils' learning including the use of TASC wheel, P4C & thinking hats • Bloom's Taxonomy, Webb's Depth of Knowledge used to plan for higher order skills • Range of questioning styles, including open-ended questions targeted at specific pupils • Opportunities for choice within a task, including the level of work or the method of recording where appropriate • Flexible grouping arrangements in which the most able pupils are offered opportunities to be both a member & leader of a group • Opportunities to contribute to & lead parts of lessons e.g. plenaries, demonstrating understanding & sharing success • Shared target-setting with a teacher • Self & peer evaluation • Enrichment opportunities within the curriculum e.g. trips, visitors, use of school grounds • Open-ended class / homework tasks • Opportunities to take on positions of responsibility e.g. monitor, school council member, Playground Pal 	<ul style="list-style-type: none"> • Focussed guided sessions with the classteacher (reading, writing, maths) • Phonic sessions within English TTGs – needs grouped across the year group (Yrs 1 & 2) • Maths TTGs – needs grouped across the year group (Yrs 1 & 2) • Differentiated homework (Maths Impact, Whizzy Words) • Advice for parents regarding how best to support most able pupils at home <p>Pupils within the needs groups may be offered ...</p> <ul style="list-style-type: none"> • Enrichment opportunities beyond the curriculum e.g. specific extra-curricular provision (masterclasses, PortsMaths, trips) • Opportunities to take part in local / regional competitions 	<ul style="list-style-type: none"> • One to one coaching to extend learning in a specific area • Mentoring • Individualised projects • School planned & focused enrichment activities • Support from beyond the school e.g. secondary school, subject specialist • Grouping with pupils outside the year group for specific sessions • Opportunities to attend local / regional workshops & events with pupils of similar ability • Signposting for parents & pupils to access appropriate support from other organisations e.g. websites, organisations for gifted & talented pupils

NB. Not all of the above will be available to all relevant pupils in each group