

Oaklands School

Gifted and Talented Policy

Introduction

Oaklands School believes in providing the best possible provision for pupils of all abilities to help them become independent, fulfilled, lifelong learners. A key feature of our school's 'Vision Statement' is that we wish to create a culture of achievement. We believe that all children are entitled to make the greatest progress possible.

We believe that any special abilities, talents or potential should be identified as early as possible and be developed during the children's time at this school. At Oaklands School, the terms are distinguished as follows:

- 'Gifted' refers to a child who is achieving a level well above the average in comparison to their peers in an academic subject/area of the curriculum.
- '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 or Art.

The School encourages teachers to identify gifted/talented and 'high-flying' pupils through ability rather than solely on achievement, so that underachievers are also among those identified. We also believe that some pupils, for a certain period of time, will be achieving above the average of their peers in a specific area of a subject, e.g., fractions in Maths and should be given the opportunity to extend their ability, by further differentiated activities, beyond the classroom situation. These pupils will be identified as 'high-flyers'. Attendance within these groups will be flexible and last for a specific number of sessions.

Provision for gifted, talented and 'high-flying' children is most effective when it:

- is treated as a whole-school issue
- promotes inclusion and equality of learning
- has a focus on achievement, not just on attainment
- offers personalised learning opportunities
- places thinking skills and deep learning at the core of the curriculum
- encourages independence and self-assessment
- offers extension in depth and enrichment in breadth
- is monitored effectively at school and class levels
- celebrates the excitement of excellence

We acknowledge that making good provision for gifted, talented and 'high-flying' pupils is often about challenging ourselves – our beliefs about what pupils can achieve and aspire to – and our confidence in being able to help them to fulfil their potential.

Aims

In relation to this policy our aims are to:

- ensure that all staff can successfully identify gifted or talented children.
- enable such children to develop to their full potential by providing an education which is appropriate to their abilities and needs.
- offer these children opportunities to generate their own learning.
- ensure that we challenge, develop and extend the children's thinking skills through differentiated, extended and enriched learning activities.
- encourage all such children to think and work independently.
- develop the specific skills or talents of each child.
- be concerned not only for children's academic development, but also for their spiritual, moral, social and cultural development.
- involve and encourage parents in meeting the needs of their gifted or talented children.

- Support our teachers to:
 - promote excellence while structuring effectively for all pupils.
 - incorporate the highest possible expectations.
 - value and build on prior learning.
 - value the qualities, gifts and talents of all learners.
 - promote the social and emotional skills of all learners.
 - use systematic encouragement and specific praise.
 - include opportunities for demonstrating, developing and celebrating high levels of aptitude and ability.
 - encourage risk taking.
 - offer scope for intellectual initiatives.
 - provide quality assessment for learning and focused feedback.
 - accelerate and expand learning whenever appropriate.
 - open doors to learning beyond the classroom.
 - encourage pupils to experiment and speculate.
 - encourage pupils to aim high, now and in their future.

Identification of Gifted, Talented and 'High-Flying' Children

The most effective form of identification is classroom provision that offers opportunities for all forms of ability to be demonstrated. To be inclusive, the process of identification should uncover pupils with potential, as well as those already performing at a high level. The School aims to link identification to provision: a variety of teaching and learning approaches are necessary to ensure that pupils have a clear opportunity to demonstrate learning strengths.

Identification will be through a balance of different approaches/strategies. A Gifted, Talented and High Flyer Child Register will be drawn up using the following kinds of evidence:

- Teacher nominations based on relevant assessment profiles and assessments/observations in lessons
- Feedback from identification tests such as NFER, QCA, end of topic tests, Schonell reading tests and Ravens matrices. (See Assessment Policy for further details)
- National Curriculum attainment progress records (e.g. reading tests, and dance, Music and sports accreditation and assessment sheets)
- Parent consultation- teachers discuss the children's progress with parents at consultation evenings and through reports written during the year.

The identification process is ongoing and begins when each child joins our school. Children who attend our Lower Kindergarten and Garden Room classes have comprehensive reports written about them, which include any specific aptitude in a particular area.

Children in Transition (reception) classes are assessed using the Foundation Stage profile format. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's Foundation Stage profile when planning for individual needs.

Gifted children in English and Humanities are identified when they:

- demonstrate relatively high levels of fluency and originality in their conversation.
- produce written work of a high standard.
- use research skills more effectively to synthesise information.
- enjoy reading, and respond to a range of tests 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.
- display consistent creativity in their work.

Gifted children in Mathematics are identified when they;

- explore a broader range of strategies for solving a problem, and are able to select an appropriate method to reach a final solution.
- 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.
- are able to identify patterns and relationships in number sequences etc.

In addition the gifted/talented pupil may:

- finish his/her work and extension work quickly.
- be able to complete his/her work and extension work but shows no interest in doing so.
- be interested in things which are normally associated with an older child.
- communicate well with adults, often better than with their own peer group.
- have a wide range of interests, some of which may be almost obsessions.
- demonstrate exceptional insight or perception.
- enjoy the order and logic of things.
- have a good memory, enabling access to wide general knowledge.
- be sensitive.
- have strong views on what is fair or right.
- have an original and lively imagination, often allied to a similar sense of humour.
- be disruptive if not occupied or stretched.
- be low in personal organisation.
- be 'gifted' orally, but not in written work (applies particularly to boys).

Talented children in non-academic subjects are identified when they demonstrate some/all of the following general abilities:

- Can develop original material from a stimulus;
- Are focused and committed to achieve;
- Grasp new skills/ideas or abstract concepts quickly;
- Exhibit creativity and spontaneity whilst solving problems or developing ideas;
- Have a strong desire to create in visual form;
- Show a passionate interest in the world of Art and Design/Music/Sport and Dance;
- Understand that ideas and meanings in their own and others' work can be interpreted in different ways;
- Think and express themselves in creative and original ideas;
- Push the boundaries of normal processes (they test ideas and/or solve problems relating to issues).

In Sport/Dance the talented child may also:

- Demonstrate excellent visual spatial awareness;
- Make new connections and synthesise ideas independently and collaboratively (dance);
- Demonstrate a specific acquisition of a skill level in a practical task significantly above their peer;
- Be able to extend a task without teacher direction.

In Art the talented child may also:

- Use materials, tasks and techniques skilfully and learn new approaches easily;
- Combine knowledge gained outside of Art with learnt techniques to express Ideas;
- Be able to critically evaluate visual work and other information;
- Exploit the characteristics of materials and processes;
- Be able to visualise and explain what a finished product may look like.

In Music the talented child may also:

- Learn and retain new tunes quickly and have an innate sense of the key structure and intonation (pitch)
- Be able to keep a steady pace regardless of what happens around them, can repeat back more complex or longer rhythm patterns and displays a distinct sense of internal rhythm (rhythm)
- Be able to listen for sustained periods of time, is able to discern textures within a piece of Music and can recognise quickly instruments and themes (analytical listening)

Procedure and Provision

If a pupil is Gifted and Talented in any area of the curriculum and needs extension in work in order to be stimulated and make the correct progress for his or her ability, the class teacher/key worker will complete the LDD/SEN Identification Form together with the SEN checklist and pass them to the Gifted and Talented Co-ordinator.

The Gifted and Talented Co-ordinator will complete an Identification of Gifted and Talented Form (pink). Copies of this identification will be passed to the School SENCO and the Assistant Head (Pastoral).

The name of each gifted/talented/'high flying' child will be placed on the Gifted, Talented and 'High Flying' register, which is kept in the Support Room filing cabinet. A pink folder will be opened for each G&T child and kept in the Support Room filing cabinet. All forms are confidential and should not be removed from the Support Room.

The SENCO and G&T Coordinator will liaise with the relevant Subject Coordinator and specialist/class teacher to identify whether further differentiated work within the classroom will extend the child's gifted/talented ability/ies or whether the child would be best extended outside the classroom on a 1:1 basis or within a weekly small extension group. The teacher will discuss this option with their allocated support staff if appropriate.

The Headmistress must be kept informed about all identified children at all times and the parents are to be informed.

'LDD/SEN/Gifted and Talented Register Update Forms' are sent by SENCO to all class teachers, key workers and specialist teachers to crosscheck at the start of each term. The 'talents' of children should be identified on this form. Any child who has been identified as a 'high-flyer' in any area of any subject during the previous term, should also be added to the form, in the appropriate section.

The LDD/SEN/Gifted and Talented Register Update Form should be returned to the SENCO. A copy of each class's form will be passed to the Co-ordinator by the SENCO. The G&T Coordinator/class teacher may assess or observe the child. If assessment is required, formal parental permission must be obtained.

Provision for G&T children may involve focused teaching, whereby specific, planned time is used by the class teacher, specialist teacher or support staff to work with the gifted/talented child. Withdrawal across year groups may be necessary when a nominated group of children are taken out of their normal classroom to work with a teacher or other adult.

Action Plan

- Half termly targets will be set by class teacher, key worker or specialist teacher. A copy should be given to the G&T Coordinator and parents/child.
- IEP will be set up.
- Parents will be informed of any out of class sessions that are arranged.
- Liaison book set up between all staff involved.
- Outside agencies may become involved at this stage or later.

Teaching and Learning Style

To ensure a consistent focus on the promotion of high standards, the School:

- Promotes a strong achievement culture
- Supports a whole-school approach to assessment and monitoring
- Supports subject co-ordinators and key stage co-ordinators in the identification and purchasing of resources that support the achievement of high standards.
- Looks at the design and accessibility to the curriculum of the Gifted and Talented learners, so that they can develop the skills required to attain high standards.

Our teachers plan carefully to meet the learning needs of all the children. We give all children the opportunity to show what they know, understand and can do. Class teaching that responds to the needs of gifted and talented children may involve strategies such as:

- Challenge – providing activities and experiences which engage interest and stimulate thought and action at a high level; setting children to work at more complex tasks, which combine objectives or require them to apply objectives in less familiar contents with/without support/input from a member of staff
- Enrichment – adding breadth and range to a child’s attainment and progress through activities and experiences which consolidate and widen the child’s knowledge, skills and understanding
- Extension – providing opportunities for children to increase the depth of their knowledge, skills and understanding, by setting an individual activity with a common classroom theme
- Acceleration – allowing children to progress through their work at their own rate of learning: in some cases allowing for acceleration by using objectives from those outlined in later years
- Setting more demanding criteria for learning outcomes and for assessing these individually or/and in a small group
- Specialist teaching- providing teaching that utilises the particular skills and expertise of individual teachers
- Team teaching – team based approaches in a year group, or on the whole school, which enable the skills or enthusiasms of particular teachers to be made more widely available to gifted and talented children
- Differentiation- modifying the learning experiences of gifted and talented children so as to promote the opportunities for them to engage primarily in higher-order thinking
- Out-of-Class activities- these offer talented achievers the opportunity to further extend their learning through:
 - Extra Curricular Clubs
 - Music or sports practice, performance and competition opportunities
 - Special events e.g. residential visits
 - Community projects
 - Instrumental Music lessons in piano, recorder or violin
 - A range of educational visits which enhance the curriculum
 - Visits by experts to the School e.g. ZooLab, Shakespeare for Kids
 - Friday afternoon activities.
- Homework – learning is also enriched through regular homework activities linked to the work being undertaken in class. This offers teachers the opportunity to set work at the level of individual children, and to extend the gifted child with the ‘open-ended question’.

Roles and Responsibilities

The G&T Co-ordinator, with reference to the LDD/SEN policy organises the provision and practice within the School for gifted, talented and ‘high flying’ children. Her role includes:

- Supporting staff in the identification of and setting up of provision for gifted, talented and ‘high flying’ children
- Collating and monitoring the register of gifted, talented and ‘high flying’ children
- Monitoring teacher’s 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 in collaboration with the SENCO and Assistant Head (Pastoral)
- Monitoring their progress through termly discussions with teachers
- Providing advice and support to staff on teaching and learning strategies
- Liaising with parents on related issues when required

- Promoting the School's agreed policy and practice with regard to the teaching and learning provision for gifted and talented children
- Auditing the quality of provision, writing action plans for school improvement, and monitoring and evaluating progress with such action plans, in partnership with the Headmistress and Senior Leadership Team

The Subject Co-ordinators or Foundation Stage Co-ordinator will endeavour to locate suitable material/tasks for each identified gifted and talented child, which should be passed to the appropriate class teacher or specialist teacher.

The class/specialist teachers and key workers will:

- Fulfil their role in the identification of gifted, talented and 'high flying' children
- Deploy the agreed professional approaches to the development of gifted and talented children
- Ensure that the parents of these children have ample opportunity to contribute to, and receive feedback about, the assessments of their children's progress.
- Seek the advice and guidance of subject co-ordinators or Foundation Stage Co-ordinator when planning, evaluating and assessing their year group Scheme of Work.

Monitoring and Reviewing

The Headmistress, in liaison with the G&T Co-ordinator, Senior Leadership Team and SENCO monitors the School provision for gifted, talented and 'high flying' pupils. The team support the classroom/specialist teachers to help these pupils reach their full potential.

The G&T Co-ordinator provides feedback to the Senior Leadership Team on an annual basis. This monitoring includes feedback from parents and children, as well as regular classroom observations of teaching and learning and termly evaluations of children's written work.

The class/specialist subject teacher or key worker collects samples of work from the higher achievers in order to demonstrate the standards that they are achieving and passes them to the G&T Co-ordinator. These examples are used to inform the process of identifying the gifted and talented.

Tracking Pupil's Progress

Tracking pupils' progress is seen as part of a whole-school approach to ensuring the highest standards for all learners, including the gifted and talented. The principles underpinning effective tracking of gifted and talented learners include:

- Staff working collaboratively, sharing and using information about pupils' progress so that identification of pupils' under-performance is early, rapid and accurate
- Data collected and shared with the pupils and all staff involved in teaching the pupils; pupils' achievements are benchmarked against national data
- Pupils having regular opportunities to discuss their progress in terms of future targets
- Informing parents/carers, and involving them in supporting their children's achievements

GIFTED AND TALENTED IDENTIFICATION FORM

Pupil's Name	Age	DoB	Date pupil joined Oaklands
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Teacher	Date form completed
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Area(s) of talent

- ❖
- ❖
- ❖

Action taken so far

- ❖
- ❖
- ❖

G&T Co-ordinator to complete

Differentiated targets set for use in class **Date**.....

High Flyer group **Date**.....

Gifted and Talented withdrawal provision **Date**.....

Teacher/Support involved.....

Review Date

Seen by Headmistress **Returned to SENCO** **Class teacher informed specialist staff** **Seen by G&T Co-ordinator** **Informed parents** **Date**.....

Progression of Gifted and Talented Support at Oaklands 2009

SEN/Gifted and Talented Register Update Forms sent by SENCO to all classes to crosscheck children at the start of each term

Talents identified on forms so information passed to G&T Coordinator

G&T Coordinator to complete G&T Identification Form

Pink folder opened and kept in support room filing cabinet

Parents to be informed

Child's name added to G&T register

G&T Coordinator/Class teacher assesses/observes child – if assessing must have parental permission slip signed

Action Plan

Half termly targets set by teacher/subject coordinator and classroom support. Copy given to G&T Coordinator and parents/child

LEP set up

Sessions out of class set up with SENCO/SEN Support Tutor/Subject coordinator and parents informed

Liaison book set up between all staff involved

Outside agencies may become involved at this stage or later

G & T Planning Form (Individual Child)

Child's Name _____ Class _____

IEP Target/s (termly):

Subject: _____

Learning Intention/s for sessions (no more than 3):

Input/skills/Activities:

Task(s) set:

Learning Outcome/Result/s

Teacher Signature _____

G & T Planning Form (Small Group)

Group Members _____ Year _____

Subject: _____

Learning Intention/s for sessions (no more than 3):

Input/skills/Activities:

Task(s) set:

Learning Outcome/Result/s

Teacher Signature _____

G&T/SEN IDENTIFICATION FORM

Please complete and return to S. Johnson

Pupil's Name	Age	DoB	Date pupil joined Oaklands
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Teacher	Date form completed
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Area(s) of G&T ❖ ❖ ❖
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Action taken so far ❖ ❖ ❖

G&T Co-ordinator to complete

Differentiated targets set for use in class Date.....

Arrangements for individual/small group work outside classroom made Date.....

Assessment Date.....

I.E.P. Date.....

Outside Agencies involved Date.....

Name of outside Agencies.....

Review Date

Seen by Headmistress Class teacher/informed specialist staff

Informed Parents

Date.....

Initial G&T Identification Checklist

Name of Child..... **Class**.....

Date.....

	Yes	No
Timid?		
Fearful?		
Fidgety?		
Gets upset by failure?		
Withdrawn – tense?		
Answers out of turn?		
Over-eager?		
Easily distracted visually?		
Easily distracted by noise?		
Impulsive?		
Not good at undertaking detailed tasks?		
Rocks on chair – fiddles with things?		
Bullied?		
Difficulty managing and maintaining relationships?		
Avoids peer interaction?		
Has friendship issues?		
Difficulty organising thoughts into sentences?		
Has a problems with balance?		
Has a problem with catching and throwing?		
Has difficulty holding a pencil?		
Has difficulty using a ruler?		
Has difficulty using scissors?		
Appears clumsy?		
Poor co-ordination?		
Needs help to organise self and things?		
Is aware of rhyme.		
Is able to give you a rhyming word, e.g., if hears cat will say hat?		
Can identify alliteration.		
Can distinguish between different sounds in the environment.		
Appears to perform at a lower level on paper than orally?		
Finishes work quickly.		

Communicates well with adults.		
Has a wide range of interests, some of which may almost be obsessions.		
Demonstrates exceptional insight/perception.		
Enjoys the order and logic of things.		
Has a good memory, enabling access to wide general knowledge.		
Can be very sensitive.		
Has an original and lively imagination, often allied to a similar sense of humour.		

Please name the subject(s) this child is gifted/talented at:

•	•
•	•
•	•

Please give details of specific subject identification factors:

•
•
•
•
•

	Yes	No
Are parents aware of these characteristics of their child?		
Details please		

Signed.....