

MONKS ORCHARD PRIMARY SCHOOL
"Growing and Learning together"

MORE ABLE, GIFTED AND TALENTED EDUCATION POLICY

See also the following related policies:

- Assessment for Learning
- Teaching and Learning
- Behaviour

MONKS ORCHARD MISSION STATEMENT

- To raise pupil performance across all aspects of school life.
- To enable them, regardless of their abilities, gender, ethnic or social background to reach their full potential academically, socially and emotionally.

VISION

Our vision is for all our children to:

- Become confident, secure caring individuals who achieve personal success academically, socially and emotionally.
- Become life long learners.

At Monks Orchard Primary school the whole staff work together to maintain a common philosophy and approach throughout the school.

INTRODUCTION

In a survey looking at the provision for gifted and talented pupils and identifying good practice Ofsted (2009) stated:

'The best schools surveyed were meeting the needs of gifted and talented pupils alongside those of all pupils. The schools committed to being inclusive demonstrated that their focus on improving provision for gifted and talented pupils was also having a positive impact on the outcomes for all pupils. Expectations and aspirations were raised at all levels through a commitment to let no pupil fall behind.'

Gifted and Talented Pupils in Schools, Ofsted, 2009.

With regards to 'personalised' learning our Teaching and Learning Policy states:

'This is about giving every child the chance to be the best they can be whatever their talent or background. We aim to cater for all children with an exciting and stimulating broad and balanced curriculum.'

DEFINITIONS:

The DCSF defines the group supported by the National Programme for gifted and talented education as:

"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 those abilities)."

Gifts are generally taken to be academic abilities e.g. in Maths, English, Science, Humanities etc.

Talents are generally seen as those in areas like sport, music and art and design.

WHAT IS THE DIFFERENCE BETWEEN A BRIGHT CHILD AND A GIFTED CHILD?

Bright Child

Know the answers
Is interested
Pays attention
Has good ideas
Works hard
Answers the question
In the 'top' group
Listens with interest
Learns with ease
Needs 3-4 repetitions to master a concept
Understands ideas
Enjoys peer group
Grasps meaning

Gifted Child

Asks the questions
Is extremely curious
Gets involved physically and mentally
Has unusual 'silly' ideas
Plays around, yet tests well
Questions the answers
Beyond any group
Shows strong feelings and opinions
Already knows
Needs 1-2 repetitions to master a concept
Constructs abstract theories
Prefers the company of adults or older children
Draws inferences

Bright Child

Completes assignments
Is receptive
Copies accurately
Enjoys school
Absorbs information
Is a good technician
Good at memorising
Enjoys straight forward sequential presentation
Is alert
Is pleased with own work

Gifted Child

Initiates projects
Is intense
Creates a new design
Enjoys learning
Applies/manipulates information
Is an inventor
Good at guessing
Thrives on complexity
Is keenly observant
Is highly self-critical

(Taken from NAGC Fact Sheet, P10, 2010-2012)

HAVE WE ANY UNDERACHIEVING CHILDREN?

Do they:

- Appear lazy? Daydream? **or** Are they thinking? Do they persevere when motivated?
- Have 'slapdash' presentation? **or** Is their thinking faster than their hand control?
- Question criticism? **or** Are they expressing a strong sense of justice?
- Appear disruptive and/or uncooperative in class? **or** Are they bored?
- Have peer relationship problems? Intolerance? Difficulty working with a group? **or** Do they look for more mature conversation with older pupils and adults?
- Display exceptional introverted/extroverted behaviour? **or** Are they afraid or unwilling to recognise their own abilities?
- Respond to peer group pressure and hide their talent.
- Seem reluctant to perform a task, which they might find tedious. (The outcome might already be known.)

WHO MIGHT IDENTIFY THE MORE ABLE CHILD?

- The class teacher
- Other teachers - including peripatetic and visiting Advisory Teachers/Inspectors
- Ancillary staff
- Children - peer recognition
- Parents
- Adults other than teachers

WHAT DO WE DO NOW FOR THE MORE ABLE CHILD?

In the classroom:

- Have high, realistic expectations
- Ability grouping for certain activities
- Differentiated learning requiring higher order thinking skills
- Give some open ended tasks
- Follow through activities for children's ideas
- Have an enquiry based topic approach
- Provide extension activities if appropriate
- Blue pen marking
- Opportunities for Gifted and Talented pupils to reflect on their own learning and progress (AFL).

In the school:

- Booster groups for mathematics and English
- Opportunities for children to take responsibilities within the class and within the school.
- Opportunities for all children to have experiences in and out of class (trips, workshops, clubs etc) that will help themselves and their teachers to identify their strengths, interests, and potential gifts and/or talents
- Use of specialists e.g. authors, musicians, scientists etc
- Offer a broad and stimulating curriculum, through the implementation of the IPC, giving the children a chance to thrive.
- After school clubs.
- More able enter competitions.

WHAT MIGHT WE DO?

- Develop extension clubs, during curriculum time, in other subject areas
- Establish closer links with the local secondary schools
- Reviewing school visits - preparation for group leaders, particularly those working with a more able group/individual
- Support the parents by offering suggestions of books/games/visits/activities for their children/websites
- Be aware of Borough activities for more able children

CO-ORDINATING AND MONITORING

The following people can support this through regular reviews:

- Head Teacher
- More Able Learners, Gifted and Talented Leading Teacher
- Leading Teacher for PSHE will support pastoral issues.
- SENCO
- Governor with responsibility for More Able Learners, Gifted and Talented children.

REVIEW AND DEVELOPMENT

Each term the school will draw up a register of able children in each year group. The staff, in its meetings, will keep this list under review together with provision available. The G&T Register will be recorded on SIMS in its entirety. Progress will be carefully monitored through Pupil Progress meetings.

- Sheelagh Irvine - More Able Learners, Gifted and Talented Leading Teacher

Agreed by the staff - 30/9/13

Date for review - September 2015

Presented to Governors on:

APPENDICES

WHAT MIGHT WE NOTICE IN SPECIFIC TERMS?

Characteristics of the Able Writer

- Displays creative ideas
- Responds to suggestions and is willing to redraft writing
- Keen to write - enthusiastic
- Shows maturity in the way they express their ideas
- Stands out in the class as having: a higher level of thinking skills
a more extensive vocabulary
- Shows a natural insight to a subject and can empathise readily
- Makes constructive comments about their work and other children's work
- Able to choose the appropriate style of writing
- Have experienced a breadth of literature

Characteristics which the able Scientist may Display

- Has good discussion skills
- Can hypothesise and devise investigations
- Uses scientific vocabulary
- Works collaboratively - contributes and listens
- Makes relevant and often independent conclusions
- Can make links and develop own ideas
- Can independently record in a variety of ways e.g. note taking
- Shows curiosity and a thirst for knowledge
- Displays understanding and feels confident - shows independence in scientific processes and skills
- Interprets results and evaluates

Characteristics of the Able Mathematician

- Displays quick mental agility
- Able to apply their knowledge, takes the initiative
- Learns and grasps ideas quickly
- Shows perseverance in investigations and solving problems
- Has the ability to think clearly and logically
- Fascinated by numbers, makes up games, explores calculators and computer games
- Quick to spot patterns and generalize
- Will often choose to investigate in mathematics during a free choice session