

Saint Norbert's Catholic School

Gifted and Talented Policy

Date Adopted: Spring 2017

Date of Review: Spring 2019



ST. NORBERT'S
CATHOLIC PRIMARY SCHOOL

Our Mission Statement

St. Norbert's strives to nurture and develop the whole child through a

Love of God

Love of one another

Love of life itself

Article 29: Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.

Introduction

"Every child wants to be good at something, and every child can be."

Professor Joan Freeman, Patron of NACE and author of *How to Raise a Bright Child*.

"Meeting the educational needs of the gifted and talented is about building on good general school provision, not about providing something entirely different." Professor Deborah Eyre,

2001. Provision for the Gifted and Talented is not a 'bolt on' but an integral part of effective teaching and learning.

Rationale

Providing for gifted and talented learners in our schools is a matter of equity - as with all other pupils they have a right to an education that is suited to their needs and abilities, to allow them to fulfil their true potential

The 2005 White Paper, *Higher Standards, Better Schools for All* set out the Government's ambition that every pupil - including the gifted and talented should have the right personalised support to reach the limits of their capabilities. For gifted and talented pupils this means:

- stretch and challenge in every classroom and in every school
- opportunities to further their particular abilities outside school

The aims of the national programme for gifted and talented education are:

- To improve pupil outcomes, particularly for the most disadvantaged, in attainment, aspirations, motivation and self-esteem
- To improve the quality of identification, teaching and support in all schools and classrooms
- To improve the quality of:
 - out-of-school learning opportunities and support for pupils, and
 - support for parents, educators and schools at local, regional and national levels

Our current priorities include:

Improving the identification of gifted and talented learners, especially those who are underachieving and/or who come from disadvantaged backgrounds.

Our school will have, at any time, a number of extremely able, talented or gifted pupils, some of whom may perform at a level that well exceeds the level of others in their class or that expected for children in their age group. This may be in one or more areas of learning. Their performance will exceed that of above-average attainers and sometimes that of children described as well above average for their age.

We believe that we can make a difference in enabling these pupils achieve the greatest possible progress.

We believe that provision is generally most effective when it is made within the classroom, through a stimulating, differentiated curriculum. We also recognise that in some cases, particularly with pupils talented in physical education and sport that we need to work with external partners to meet their needs.

Definition.

For the purposes of this policy and in line with our school aims the following definition will be used to describe all learners in our school with gifts and talents.

There are many definitions of gifted and talented. This policy builds on the work of Excellence in Cities (EiC), which identifies:

'Gifted' learners are those who have abilities in one or more subjects in the statutory school curriculum other than art and design, music and PE. Such pupils achieve, or have the ability to 'achieve, at a level significantly in advance of the average for their year group' DfE. Such pupils are likely to perform extremely highly on standardised tests of ability, national tests or examinations. They may perform or have the potential to perform, at a level that substantially exceeds that which expected of their age in a particular area.

'Talented' learners are those who have abilities in art and design, music, PE, or performing arts such as dance and drama. Children may excel in one or more specific fields, but not necessarily perform at a high level across all areas of learning.

The Government defines gifted and talented learners 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)

***Gifted** describes learners who have the ability to excel academically in one or more subjects such as English, drama, technology.*

***Talented** describes learners who have the ability to excel in practical*

skills such as sport, leadership, artistic performance or in an area of vocational skill

Aims:

- To support the abilities, personal qualities and talents of all children;
- To ensure that all children receive an education appropriate to their abilities;
- To provide teaching which makes learning challenging and enjoyable. To provide higher order thinking and questioning skills.
- To employ a wide variety of methods of recognition of potential.
- To recognise under-achievement and to seek to remove it.
- To stimulate children through extra-curricular activities and through curriculum enrichment.
- To have the expectation that the curriculum for all will be extended by realising the needs of the most able.
- To train staff and to provide for these aims to be achieved.
- To audit provision through the Quality Standards.
- To compile a Gifted and Talented list and enter this on the School Census.

Identification is usually made by two different strategies:

Qualitative Diagnostic Strategies:

- Observation of pupil's responses to their work with discussion of what they like and dislike together with identification of the strategies which enable them to learn best across the spectrum of Learning Styles and Multiple Intelligences.
- Discussion with teachers and teaching assistants, including those from previous key stages.
- Observation to identify those who demonstrate social or leadership skills.
- Discussion with pupils, parents, carers and peers.

Quantitative Diagnostic Strategies:

- Monitoring of progress in national curriculum subjects and assessment of levels of attainment beyond the normal expectations.
- Monitoring of progress in the light of national standardised tests (SATs), and moderated teacher assessment.
- Recording of pupils' progress in national curriculum subjects against specific learning objectives, highlighting attainment above the level expected for their age.

The key factor in effective identification is to use as many sources of information as possible. The table below summarises a number of methods together with their strengths and limitations.

Strengths and limitations

Method	Strengths	Limitations
National Curriculum Tests	<p>Judged against school curriculum</p> <p>Measure of progress over time</p> <p>Easily transferable data across schools and LEAs</p> <p>Based on clear criteria</p>	<p>High levels of achievement dependent on quality of educational experience, rather than ability</p> <p>Units of measurement can be too broad, particularly for assessing in detail the youngest pupils (e.g.L1)</p>
Baseline	<p>Breadth of assessment issues</p> <p>Can involve qualitative and quantitative data</p>	<p>Can vary across the country</p> <p>Some schemes lack experience</p>
Ability Profile Tests	<p>Can give an objective evaluation of performance on certain skills in comparison with others of similar age</p> <p>Relatively easy to administer and inexpensive</p> <p>Can be useful in identifying more able, gifted and talented pupils who are underachieving</p>	<p>Less reliable for younger pupils</p> <p>Some tests, (e.g. verbal reasoning) can be perceived as unfairly difficult for some ethnic and social groups and dyslexic pupils</p> <p>Format usually requires preparation or can be daunting</p> <p>Need to be careful in determining exactly what skills, aptitudes and competences are being measured - usually limited to measuring analytic skills and do not reward divergent thinking</p>

<p>Class Teacher Nomination</p>	<p>Offers opportunity to recognise pupils' responses to teaching, levels of initiative and interest, lateral thinking and extent of problem solving</p> <p>Uses detailed knowledge of class teacher, makes use of teacher's ongoing assessments of pupils and is closely linked to provision</p>	<p>Can be very subjective if not undertaken against agreed criteria</p> <p>Dependent on access to experienced class teacher with confident, challenging and flexible teaching style and therefore can be disrupted by teacher changes or supply issues</p>
<p>Classroom Observation</p>	<p>Can help confirm other assessments through systematic data collection based on agreed criteria</p> <p>Assess child in familiar context doing familiar tasks</p>	<p>Time consuming if done in addition to normal classroom practice</p> <p>Can be subjective if not undertaken rigorously and on a series of occasions (including variety of teaching contexts)</p>
<p>Examination of Pupil Work</p>	<p>Good measure of recorded outcomes</p> <p>Helps refine teacher expectations through analysis of high quality work</p> <p>Can be useful when done in clusters</p>	<p>Can be subjective if not undertaken rigorously.</p> <p>More easily measures achievement than potential</p> <p>Reliant on access to good range of learning opportunities and high teacher expectation</p> <p>Restricts range of potential measured to that recordable, limiting especially for youngest pupils</p>

Strategies for Supporting The Able Child

One or more of the following can be employed to meet the needs of the individual:

Planning for differentiation - a top down approach

The use of questioning to raise the level of challenge

The teaching of thinking skills - the school has subscribed to

www.goodmorningchildren.com

Fostering creativity
Restructuring class organisation or pupil grouping
Home-school partnerships
Pastoral care and mentor support

Modes of working

The class teacher will:

Take steps to identify very able/gifted pupils within their class as soon as possible
Assess/gather data to support the nomination
Liaise with the Gifted and Talented Leader and parents/carers throughout the time the pupil's in their class
Agree, plan and implement appropriate provision in form of "Scrapbook Challenge" Child led portfolios.
Record strategies to be used
Include provision in medium and short term plans, as appropriate
Review provision regularly

The gifted and talented coordinator's role may cover the following areas.

1 Audit, planning and review

The gifted and talented coordinator should make a significant contribution to audit, planning and review cycles. Audits can usefully cover: system effectiveness, in terms of provision of pace, breadth and depth within the curriculum that will support the full development of the individual and allow recognition of talents beyond the academic ;professional development facilitated by subject leaders. It is their responsibility to maintain team members' knowledge, skills and understanding at an appropriate level of 'expertise and scholarship' (Ofsted evaluation) to teach the most able students; communication between departments and faculties on provision for the gifted and talented, with specific consideration of the effects 'inter-departmental politics' may have; the effectiveness of transfer and transition from previous school(s);the quality of support for staff and students, including mentoring systems and support for independent learning; assessment policy and, in particular, the policy on entry to external qualifications; equal opportunities, particularly where grouping and selection is involved.

2 Leadership and management

Monitoring, evaluating and refining an institutional policy for meeting the needs of gifted and talented young people, in conjunction with the Headteacher/principal and governors.

Taking a leading role in implementing the whole-institution policy, supported by senior and middle management.

Reporting regularly to the senior management team and governing body.

3 Enhancing own knowledge, skills and understanding

Becoming familiar with the range of strategies for identifying and providing for different types of ability.

Keeping up to date with developments and thinking in the teaching of gifted and talented learners.

Keeping in touch with key national organisations and with other coordinators through national networks, eg. National Association for Able Children in Education (NACE), National Association for Gifted Children (NAGC), Children of High Intelligence (CHI) and the National Academy for Gifted and Talented Youth (AGTY) and the Brunel Able Children's Education (BACE) centre

4 Professional development and raising awareness

Supporting colleagues in applying a range of strategies for identifying different types of ability in their own areas (not forgetting social and leadership abilities).

Increasing colleagues' awareness of the needs of gifted and talented learners.

Liaising with those with responsibility for continuing professional development (CPD) to ensure that staff have appropriate training and development opportunities in the identification of, and provision for, gifted and talented learners.

Ensuring (through liaison with appropriate members of staff) that newly qualified teachers are supported in their work with gifted and talented learners. This can be done through in-house support, visits to other schools and colleges to observe good practice, and training courses on meeting the needs of the gifted and talented.

Taking part in, organising and leading relevant continuing professional development and evaluating its impact.

Encouraging colleagues to make the most of training opportunities and to take part in working or task groups.

Giving teachers and support staff resources that build their understanding of gifted and talented issues.

Gifted and talented coordinators can change the emphasis of development work once it is clear that colleagues have understood and implemented basic strategies. They may

always need to be involved in the induction of new staff, whether they are NQTs or experienced, and when staff change roles.

5 Liaison to broaden the curriculum

Encouraging the use of resources from the wider community and collaborating with local institutions, employers and the LEA/LSC or Eic partnership to make the full range of desirable learning opportunities available to all the gifted and talented.

Working with curriculum coordinators, heads of department/pastoral heads and heads of year to ensure that appropriate curriculum support systems are in place.

6 Sharing information

Gathering information from staff at all levels and ensuring its efficient exchange, both within the institution and with other schools or colleges.

Training providers and employers, particularly where a student is learning in different settings.

Establishing and developing links with feeder and receiving schools or colleges, and ensuring the easy transfer and effective use of relevant information.

7 Support and monitoring

Liaising with others involved in supporting individuals' learning (eg learning support and classroom assistants, pastoral team leaders, learning mentors, workplace supervisors, Connexions personal advisers and support staff).

Ensuring the development of effective systems to monitor the progress and welfare of gifted and talented learners, and working closely with tutors and teachers to support their social and emotional needs. (Fostering good relationships and liaison with parents and carers.

8 Good practice

The Ofsted evaluation is clear about good practice in schools (paragraph 115). It says, that in the best practice seen, coordinators:

-led the development of the school's policy for identifying gifted and talented pupils, linking it with policies on assessment, homework, examination entry and parental involvement;

-supported departments in revising schemes of work, with particular reference to provision for gifted and talented pupils;

-liaised with coordinators from other cluster schools to develop, implement and monitor complementary study programmes for these pupils;

-worked with learning mentors to identify and address the needs of underachieving able pupils; (identified staff development needs and used the cluster group and network to help meet them.

Advice for Teachers

A pupil may be considered to be able if he/she:

Speaks confidently
Presents work neatly
Uses a sophisticated vocabulary
Is mature in outlook and attitude
Reads early
Was born September- December
Possesses a good general knowledge
Demonstrates high levels of skills or expertise
Performs well in tests
Appears interested
Is confident
Is sociable
Has good spatial awareness
Persists with work

A talented/gifted pupil may be missed if he/she:

Is quiet
Work is untidy
Is using English as a second language
Is immature
Is slow to read/write
Has a summer birthday
Has limited out of school experiences
Is untidy or lethargic
Is over-active or withdrawn
Does not perform well in tests
Appears bored or distracted
Shows little confidence in self
Has poorly developed social skills
Is clumsy
Shows little interest in improving performance
Avoids work which required effort or concentration

Talented/gifted pupils may be taking part in activities outside school that;

- are very demanding on their time and physical resources, e/g/ dancers. swimmers, gymnasts. This can lead to tiredness and consequent under-achievement . It is vital that teachers work with parents and external coaches/tutors to implement appropriate strategies to deal with this
- they consider to be potentially embarrassing to their peer group and/or teachers. They may wish to keep their involvement in the activity private even though it may demand a high level of time and commitment.

Signed _____

(Headteacher)

Signed _____

(for and on behalf of the Governing Board)

Date _____