

Able, Gifted and Talented Children Policy

Legal Status:

- This policy is integral to Part 1 Quality of Education Provided (curriculum) (teaching) of The Education (Independent School Standards) (England) (Amendment) Regulations currently in force

Applies to:

- The whole school inclusive of activities outside of the normal school hours.
- All staff (teaching and support staff).

Related Documents:

- Curriculum, Teaching and Learning policy, Subject and Faculty policies and documents, including, where relevant Schemes of Work, lesson resources and Faculty Review documents.
- Differentiation policy, Planning policy, Marking policy, Homework policy

Availability:

This policy is made available to parents/guardians, carers, staff and pupils from the school office.

Monitoring and Review:

It is intended that the review and development of the curriculum will support enthusiastic and inspirational teaching. The process of review plays a key role in the continuing professional development of the teaching staff at our school. This policy will be subject to continuous monitoring, refinement and audit by the Headmistress who is responsible for:

- overseeing the appropriate planning and delivery of lessons appropriate to the needs of Excellent Pupil Programme pupils (i.e. equivalent of Able, Gifted & Talented, ensuring that all classes are taught the requirements of the courses and that all lessons have appropriate learning objectives;
- the organisation of the curriculum which takes into consideration the needs of Excellent Pupil Programme pupils (i.e. equivalent of Able, Gifted & Talented);
- the way in which each subject is taught throughout the school.
- the review of long-term and medium-term planning and ensuring that appropriate teaching strategies are used.

The Proprietor undertakes a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Date: March 2021

Mrs Anne Burton
Headmistress/Proprietor

Introduction

Orchard School strives to make the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. Our School has a responsibility to ensure sustainable and effective provision for the needs of gifted and talented pupils. The aims of this policy are aspirational and evolutionary. Gifted and talented provision should meet the specific learning needs of these pupils. Such provision should improve achievement for all pupils by giving appropriate challenges. Provision for the gifted and talented should be rooted in the notion of 'developing expertise' and is not just about passing more exams. Gifted and Talented Education includes able, gifted and talented pupils.

Definitions

The following definitions have been sourced from the *Hampshire Inspection and Advisory Service* (HIAS) and form a part of their recommendations. We believe these definitions to be useful and accurate. They are:

- **Able:** pupils who have the potential or capacity to develop expertise in one or more areas of learning or performance;
- **Gifted:** pupils who have a broad range of achievement at a level well above average, typically in the more academic subjects;
- **Talented:** pupils who excel in one or more specific fields, typically those that call for performance skills, such as sport or music, but who do not necessarily perform at a high level across all areas of learning.

There will be a percentage of the children in our school who will be considered as gifted and/or talented. Provision will be made for these children within normal class teaching, but sometimes we will provide enrichment or extension activities to promote their skills and talents still further. The 1993 Special Educational Needs Code of Practice did not include gifted and talented in the definition of those having Special Educational Needs. Children who fall into the category of very able learners require a specific orientation to ensure their needs are addressed. The following criteria illustrates the possible dichotomy between bright/able children and truly gifted and talented individuals:

Bright child	Gifted and talented child
Interested in excess of the norm	Highly curious; wonders a lot and articulates a creative response
Often has good ideas	Inevitably has strong insights and often conspicuous signs of lateral thinking
Answers questions appropriately with strong degree of accuracy	Elaborates on sharp insightful observations; makes excellent connections with other information domain - good at bridging
Repetition is required for strong skill	One or two repetitions are required for mastery of deep understanding
Has strong propensity to understand	Constructs abstractions readily
Grasps meanings beyond that which expected	Draws inferences, readily concludes would be
Recreates with great accuracy	Creates original work
Solid technician or operator	Readily creates and invents
Absorbs information	Manipulates information
Has a good ability to memorise	Very good at memorising and making informed guesses
Makes sound observations when shown how	Highly self-critical and has a tendency to set exceedingly high standards
Enjoys and motivated by straightforward sequential challenges	Thrives on complex challenges

For identification purposes, gifted and talented children can be grouped as follows:

- Broadly gifted - excel in all they do and enjoy that success; easy to identify;
- Talented - possess a particular, if not striking, ability in one area, e.g. Maths or Music; relatively easy to identify as they tend to be academically able and successful;
- Rebellious gifted - possess some behavioural difficulties which manifest themselves as potentially disruptive and under-achieve; often such children are identified as purely disruptive or as a lower ability;
- Creatively gifted - deep thinkers who may be unpopular with peers due to a perceived lack of social skills; may be incorrectly identified as disruptive;
- Concealed gifted - under-achieving children who do not want to be different from their peers, so they may merge into their peer group; often such children are incorrectly identified as underachievers or simply less able.

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. We value the individuality of all our children and ensure that our teaching and learning takes into account the needs of all the children. We are committed to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our very able and more able children. In our mission statement, we declare accordingly that we value the individuality of all our children.

Aims and objectives

The school's aims and objectives encourage all pupils to reach their true potential and eventually become independent learners who value learning with and from others while embracing initiative

Our aims are to:

- ☐ ensure that school policies include a focus on the needs of gifted and talented children;
- ☐ develop effective school-wide strategies to identify, educate and support the gifted and talented;
- ☐ develop a sustainable and effective curriculum, and extracurricular provision for all able, gifted and talented pupils;
- ☐ try to ensure that provision has optimum impact on the progress of able, gifted and talented pupils;
- ☐ explore and develop means of collaboration to help able, gifted and talented pupils and provide for their needs;
- ☐ 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.

Identification of gifted and talented children

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 nursery report and individual notes 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 initial PIPS 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 Early Years Foundation Stage profile with the parent or carer and use this information when planning for individual needs.

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

The children have regular tests to inform their progress. These involve the statutory national tests as well as our own internal tests set each year. 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 data, in order to ensure that each child is making appropriate progress.

Each teacher regularly reviews the children's progress and maintains records of these judgements in their assessment files. 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.

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.

Teaching and learning

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;
- 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.

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 extend further their learning in a range of activities.

Opportunities include a range of sporting and musical clubs, a chess club and board games. 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.

Our homework club provides enrichment opportunities for our able pupils.

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

Management strategies

The deputy head coordinates the provision and practice within the school for gifted and talented children. The coordinator's role includes:

- 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 on related issues.

School Ethos and Pastoral Care

Success is celebrated across a wide range of abilities. Equal emphasis is placed on high achievement and emotional well-being.

Monitoring and review

The deputy head collects samples of work from the higher achievers, in order to demonstrate the standards that they are achieving. We use these examples to inform the process of identifying gifted and talented children.

This policy will be reviewed every three years or sooner if necessary.

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