



Trust

Kirkoswald CE School

Whole School Gifted and Talented Policy

Friendship

Forgiveness

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Whole School Gifted and Talented Policy

Rationale

This policy has been developed through discussion with colleagues and reflects a consensus of opinion on the definition and identification of provision for the gifted and talented children at Kirkoswald School.

Attached is a Statement of Purpose which sets out the philosophy and ethos of the school and its commitment to inclusion, equal opportunity, and every child's entitlement to a broad and balanced curriculum.

In identifying Gifted and Talented pupils we are not selecting an elite or more valued group of pupils. In many ways our most able pupils can be as vulnerable as other minority groups whose needs differ from the majority of children. These children need to be supported not only in their particular area(s) of strength but across the whole curriculum.

Aims of the school

Our main aims are:

- to recognise and draw out the special gifts or talents of each individual child and to be aware that they may be present in one area or several areas. This emphasises the need for breadth and balance and wide-ranging opportunities.
- to help pupils to develop lively, enquiring minds, the ability to question and argue rationally and apply themselves to relevant tasks and physical skills.
- to ensure that every child achieves at the highest level within their own level of ability and that opportunities are available to extend and enrich the curriculum for children showing particular gifts or talents.

"Although gifted children are advantaged in that they can learn more easily than most, they are still children and need to be taught how to learn." (Braggett 1994)

Definition

There is no absolute definition of ability which can embrace the characteristics of all Gifted and Talented pupils. However, definitions need to be broadly based and inclusive. The DfE and QCA identifies:

'gifted' learners as:

- "Those who have abilities in one or more subjects in the statutory school curriculum other than art and design, music and PE, which places them significantly above the average for their year group."

'Talented' learners are defined as:

- "Those who have abilities in art and design, music, PE or performing arts such as dance and drama, which are significantly above average for their age."

The following areas therefore need to be considered:

- General intellectual ability
- Linguistic ability
- Specific academic ability
- Spatial ability
- Visual and performing artistic ability
- Mechanical ingenuity
- Physical, kinaesthetic, sporting ability

Gifted and Talented children may also exhibit advanced leadership, organisational and interpersonal skills. It is also important to be aware of disguised gifts, for example a child with a visual or hearing impairment, behavioural difficulty or an Autistic Spectrum Disorder who may also be gifted or talented. These children can be described as being 'doubly gifted' or having 'dual exceptionality'.

The DfE refers to 5 – 10% of children in schools having gifts or talents. Within that figure up to 2% may have exceptional ability.

Identification

Children can present evidence of high ability or giftedness at an early age, which for parents/carers can be worrying and frustrating as well as thrilling and exciting. The establishment of early home/school links (pre-school home visits, nursery visits and good liaison with nursery staff etc) presents opportunities for parents to discuss any concerns they may have before their child starts school.

Should gifts and talents present themselves very early in a child's life then once at school, identification takes place in a variety of ways:

- Through knowledge of the child, building on information gathered before the child starts school
- Patterns of development
- Responses to a rich and varied curriculum

Identification also takes place in more formal ways:

- The Foundation Stage Profiles
- KS1 SAT's results
- KS2 SAT's results
- Tracking
- Fischer Family Trust
- Individual target setting

At Kirkoswald School we also aim to identify underachieving able pupils.

Provision

Through our individual approach we develop a sound knowledge of each child and aim to build on their existing skills, interests and strengths as well as nurturing their individual talents. High expectations are made of all pupils with realistic targets being set for high achievers.

In Class Provision

- Developing an effective learning environment which is well resourced, and children are encouraged to work with independence and initiative
- Differentiation and appropriate challenges for higher order thinking skills (for example through philosophy for children)
- Extension and enrichment activities
- Appropriate grouping
- Differentiated homework
- Varied assessment techniques

Acceleration does not normally take place. As a rule this is not felt to be beneficial to children socially or emotionally.

Out of Class Provision

- Residentials
- Visiting secondary schools for maths and science lessons
- Sporting and musical activities, for example William Howard Music Week
- Competitions
- Visiting 'experts'
- School clubs
- Local Gifted and Talented Network opportunities
- After School Club provision

Involving Parents

Parents are kept informed at the identification stage; their information from home is greatly valued and helps to build up the fullest picture possible of the child. Strategies for providing for gifted and talented children are shared with parents and achievements are celebrated with parents in the form of each child's Record of Achievement. Parents also have the opportunity to attend performances, displays of topic work and other demonstrations of curriculum areas, for example gymnastic displays.

Monitoring and Evaluation

This takes place in the following ways:

- A register of the 5-10% of children identified as Gifted or Talented has been compiled and will be updated each autumn term or as required.
- Once per term, staff share evidence by the above children (this could be a piece of written work, a photograph, or a painting) and copies of the work are kept on file.
- Appropriate targets are written in the autumn term and discussed with parents and children (these are revisited later in the year).
- Opportunities are provided for children to share their expertise with others through e.g. curriculum evenings, sports displays etc.
- Appropriate and relevant records are passed on as these children move through school and on to secondary school.

