Willow Bank Infant School

Able, Gifted and Talented Policy

Approved by	**School Development**
Review Period	**Three Yearly**
Approved	**November 2015**
Next Review	**December 2018**

Willow Bank Infant School
Able, Gifted and Talented Pupils Policy



At Willow Bank Infant School we aim to provide a happy, caring and stimulating environment where all the children are valued as individuals and have the opportunity to achieve their full potential socially, intellectually, physically, creatively, emotionally, morally and spiritually. We work within a culture of high expectations and aspirations, where all sorts of talents and abilities are valued.

We seek to support gifted and talented pupils within our school through the provision of appropriate challenges and range of opportunities within our broad and balanced curriculum.

Definition of Able, Gifted and Talented

The school recognizes in line with DfES guidelines that "gifted and talented" pupils are those pupils who achieve or have the ability to achieve at a level significantly in advance of the average for their year group.

A gifted pupil has the capacity for, or demonstrates high levels of performance in an academic area.

A talented pupil has a specific ability in a non-academic area.

An able / gifted / talented pupil will show significant talent or ability in one or more of these areas:

- Physical (PE, Dance, Sport)
- Artistic and Creative (Art, Design, Music, Drama)
- Mechanical Ingenuity (Design and Technology)
- Leadership
- High Intelligence

To help with the identification of more able / gifted and talented pupils see Appendices 1 and 2.

Provision for the Gifted and Talented

We aim to:

- Group pupils in ways which teachers feel will maximize the quality of teaching and learning
- Identify differentiated work
- Have high expectations of all pupils
- Promote the teaching of thinking and problem solving skills across the curriculum
- Use class support to further the learning of our gifted and talented pupils
- Provide opportunities for access to the Internet
- Provide appropriate support for children when necessary
- Provide a wide range of extra curricular opportunities to encourage talent to flourish e.g. school council, , Christmas productionsand different activity clubs
- Encourage and celebrate a special ability
- Provide opportunities to the professional development of staff
- Make contact with external agencies with the appropriate expertise when required
- Liaise and work with parents
- Differentiated planning – stimulus, resources, tasks, outcome and response
- Providing appropriate challenge – high-quality tasks for enrichment and extension.
- Ability grouping for Literacy and Numeracy where appropriate.
- Varied and flexible grouping when necessary e.g. ability, mixed ability, individual, acceleration.
- Setting appropriate targets for reading, writing and maths.
- In school enrichment opportunities eg. Science week, sports events, art and music week and Economic week.
- Out of school enrichment days eg. History and Science projects with cluster schools.

Monitoring

The Head Teacher will be the co-ordinator for more able / gifted and talented pupils who will consult with all staff to monitor the needs and progress of identified pupils.

The co-ordinator will ensure that:

- All the teachers and teaching assistants are involved in identifying gifted and talented pupils within the class
- The needs of more able pupils are being met
- Attend network meetings and liaise with external agencies
- Monitor the effective implementation of the policy
- Provide information for the Governors
- Renew policy in accordance with DfES guidelines
- A register is kept of gifted and talented.

APPENDIX 1

WHAT DO WE MEAN BY ABLE AND EXCEPTIONALLY ABLE CHILDREN?

Children may be described as able in any one or more of the following areas:

1. **Linguistic:** a facility with language, patterning and systems;
2. **Mathematical and Logical**: likes precision and enjoys abstract and structured thinking;
3. **Visual and Spatial**: thinks in pictures and mental images; good with maps, charts and diagrams; uses movement and assist learning;
4. **Musical**: sensitive to mood emotion, enjoys rhythm, understands complex organizations of music;
5. **Interpersonal**: relates well to others, mediator, good communicator;
6. **Intrapersonal**: self-motivated, high degree of self-knowledge; strong sense of values;
7. **Kinaesthetic**: good timing, skilled at handicrafts, likes to act and touch, good control of objects (including sporting activities).

HOW DO WE IDENTIFY ABLE AND EXCEPTIONALLY ABLE CHILDREN?

- We aim to have a consistent approach to the identification and support of Able, Gifted and Talented through:
- An agreed, shared definition of the terms 'able', 'gifted' and 'talented'
- Identification of talented or gifted pupils as early as possible
- Substantiating identification by the use of objective assessment measures
- Meeting pupils' needs with a range of appropriate strategies
- Raising staff awareness of the range of strategies available to them
- Providing access to a suitably differentiated and challenging curriculum
- An emphasis on creating opportunities for pupils to identify their talents and for abilities to flourish
- Fostering a culture of achievement by creating a learning environment
- Working in partnership with parents/carers to help them promote children's learning and development
- Making use of links with other schools and the wider community to enhance learning opportunities.

Identification Strategies

- We use a range of strategies to identify more able and very able children. The identification process is ongoing and begins when the child joins our school and involves staff, pupils, parents and carers. Data taken into account will include:
- Information from parents and carers
- Information from previous teachers or pre-school records
- Discussions with pupils
- Identification by staff using professional judgements, classwork and test and assessment results.

Checklist for Identification

A gifted and talented pupil may show some or all of these characteristics:

- Learns easily
- Original, imaginative, creative
- Persistent, resourceful, self-directed
- Informed in unusual areas, often beyond their years
- Artistic
- Outstanding vocabulary, verbally fluent
- Musical
- Independent worker, shows or takes initiative
- Good judgment, logical
- Versatile, many interests
- Shows unusual insights
- Shows high level of sensitivity, empathy
- Has excellent sense of humour
- Exhibits unusually extrovert or introvert behaviour within a group

Appendix 2

BRIGHT CHILD	GIFTED LEARNER
Knows the answers	Asks the questions
Is Interested	Is highly curious
Has good ideas	Has wild silly ideas
Works hard	Plays around yet tests well
Answers the questions	Discussed in detail, elaborate
Top group	Beyond the group
Listens with interest	Shows strong feelings / opinions
Learns with ease	Already knows
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Absorbs information	Manipulates information
Technician	Inventor
Good memoriser	Good guesser

Enjoys straight forward sequential presentation Is alert Is pleased with own learning	Thrives on complexity Is highly self-critical