



2. EDUCATION POLICIES

2.7 GIFTED & TALENTED

1. Introduction

- Rose Hill Westonbirt School is non-selective and values each child for their unique skills and abilities.
- This document outlines the aims and strategies used for the teaching and learning of those children deemed to be Gifted and Talented.
- It was written by the Co-ordinator for Gifted and Talented children, Morag Langley, in November 2009, and discussed with all members of staff. It will be reviewed annually in September and updated whenever necessary.
- A copy of this policy is kept in the staff room. Parents wanting to see it may do so by making a request to the Headmaster.

2. Aims

- To offer a broad and balanced curriculum to all children so that they can discover strengths and new areas of ability
- To develop learning opportunities which challenge children
- To have high expectations of all children
- To identify children's gifts and talents across the curriculum
- To ensure that these children are appropriately challenged
- To provide opportunities for extended learning
- To explain how their progress is monitored
- To track the progress of all children every year
- To work in partnership with parents and children
- To involve parents and children in target setting

3. Which children are Gifted and Talented?

- **Gifted children** are those who attain, or have the potential to attain, a standard substantially higher than would be expected of their age group in one or more academic subjects. They may also show a general intellectual ability, and the use of higher order thinking skills.
- **Talented children** are those who attain, or show the potential to attain, a standard substantially higher than would be expected of their age group in Sports, PE, Swimming, Music, Drama, Art, Design Technology
- **Both Gifted and Talented children** may show leadership skills, interpersonal skills, intrapersonal skills or show an ability to "see the big picture" or ask philosophical questions (see Appendix 1: Gardiner's Multiple Intelligences)

- **All subject policy documents** should contain sections entitled “Identifying the Gifted (Talented) child” and “Provision for the Gifted (Talented) child”
- It is important to note that some G + T children may also appear on the SEN register for literacy, behavioural or physical difficulties

4. Identifying Gifted and Talented children

- Identification of G + T children at RHWS is a continuous process – no process is perfect; some children are easy to identify at an early age while other may emerge in later years
- It can sometimes be difficult to identify children who are gifted and/or talented because their written work may not match the standard of their spoken work; they might challenge the authority of teachers and the school rules; they might have difficulty in “fitting in “ socially with their peers (often showing a distinct preference to play with either older or younger children); underlying behavioural issues may disguise their abilities; they may not have had sufficient opportunities to display their particular ability
- At RHWS we use both quantitative and qualitative assessments to identify G + T children:-
 - **Quantitative Data**
 - Results from the NFER assessments for Y1 to Y7 taken in May
 - Results of SATS tests in Y2 and Y6 taken in May
 - Results of Abacus Maths tests at the end of each half term
 - **Qualitative Data**
 - Continuous teacher assessment, including observation of a higher rate of progress
 - Scrutiny of children’s work by HoDs
 - Nomination by child, peer and parents/carers
 - Information from former schools and outside bodies

5. Principles and Strategies

- Train teachers and support staff to identify and develop the skills of all children through observation and assessment
- Maintain a school and class register of G + T children
- Ensure assessments are carried out at the appropriate times to identify the needs of children
- Share this information with parents and involve them in agreeing the best provision for their child
- Give support, encouragement and advice to parents
- Use pupil tracking records to ensure children are maintaining progress
- Improve and develop teaching and learning styles
- Provide opportunities for enrichment and extension
- Enhance the curriculum by providing outside expertise

- Enrich the curriculum by providing a range of experiences to encourage exploration, observation, problem solving, critical thinking and discussion both indoors and outdoors
- Challenge the children through the provision of extra-curricular activities and external visits
- Maintain a bank of resources and websites
- Discuss with children their work, targets and achievements
- Celebrate children's achievements

6. **Effective Provision in the Classroom**

• **Excellent Teaching – we strive to:**

- Provide an expectation of high achievement
- Structure and pace teaching so that children know what is to be learnt, how and why
- Develop understanding through enquiry, creativity, e-learning and problem solving
- Make learning enjoyable and challenging by using a variety of teaching and learning styles
- Promote the use of assessment of learning by making children partners in their learning and target setting

➤ **Classroom Climate – we aim to:**

- Provide a happy, supportive and stimulating environment which will allow children to take the kinds of intellectual risks that lead to exceptional levels of performance
- Emphasise the enjoyment of learning and of overcoming challenges
- Draw attention to the variety of learning styles
- View mistakes as a way of learning more, by suggesting that children might like to “re-think” their answer, possibly with the help of other children
- Provide an inspirational and holistic education and enable all children to play a full part in the learning process

➤ **Task Planning: 1. Breadth (enrichment)**

- Using additional material to create a more complete understanding of the topic
- Enabling children to make use of cross-curricular resources
- Providing opportunities to “use and apply” skills known already
- Providing opportunities to learn a completely new subject – Spanish, Latin, Chess
- Using children's interests as a guide to quantity and quality of enrichment activities offered

➤ **Task Planning: 2.Depth (extension)**

- Working more closely on a given subject
- Introducing additional knowledge, concepts and/or skills
- Using the higher order thinking skills (see Appendix 2 – Bloom's Taxonomy)

➤ **Task Planning 3: Pace (acceleration)**

- Using higher levels within the Curriculum as a way of creating challenge for children. Challenge for G + T children should enable them to learn techniques for expressing their views, for posing questions, for asking the views of others. Lessons should create opportunities for challenge by using open-ended questions, peer discussions, teacher-child interaction

➤ **Assessment for Learning**

- Children should know the aims of the lesson/topic
- They should know the general targets and their own targets
- They should know by what criteria their work will be judged and how they will be involved in assessing their own learning
- There should be appropriate reinforcement and reward; praise should be specific and relate both to effort and achievement
- All the above will enhance the motivation of all learners

➤ **Classroom Grouping**

- G + T children enjoy working with others of like ability, whenever possible
- Children should also be given opportunities to work in mixed-ability groups, with a working partner and individually
- Teaching should focus on both the intellectual and the emotional needs of each child

7. Use of ICT

- Wherever possible, children should be encouraged both in the classroom and at home to do their own research into current topics being studied by the class, and appropriate challenges can be given to G + T children
- Children should be encouraged to set up projects according to their individual interests
- A variety of programs should be used to present information to others:- Power Point, Word, Publisher, Excel

8. Extra-Curricular Activities

- **Classroom based:** G + T children should be encouraged to set up their own projects and present their findings to the rest of the class
- **Year or Key Stage withdrawal groups** could be set up with a Teaching Assistant for a short time each week to work on specific projects
- **Whole School** activities can be arranged to span a variety of ages and interests by taking a day “off curriculum” once a term
- **School-based:** there is a variety of Clubs on offer, many of which will provide interest and challenge for the G + T children
- **Specific Clubs** should be provided for greater challenge to those talented in Music, Games, Swimming, Drama, Art, Academic areas
- **Out-of-School Activities:** see Appendix 3 for a list of local groups that could offer support and encouragement to G + T children
- **Area activities** can be arranged for specific age groups or interest groups where we share our expertise and resources with other schools

9. Catalogue of Resources

- Each classroom has a set of resources, possibly in a Challenge box, available for all children. A list of such resources can be found in Appendix 4
- There is also a list of central resources, to be found in Appendix 5
- A further list of appropriate web sites is kept centrally, see Appendix 6

10. Plans for the Development of working with Gifted and Talented Children

- **Long Term Plans (by June 2014)**
 - Liaise with Senior Schools to have access to their facilities, expertise and resources to provide for G + T children
 - Lead INSET training to all staff about future developments for school provision for G + T children
- **Medium Term Plans (by June 2012)**
 - Develop a resource list of external groups
 - Organise a district G + T day, and make plans to continue such days
 - Lead INSET training to all staff about Teaching and Learning styles
- **Short Term Plans (by June 2010)**
 - Develop a resource bank to support classroom teachers
 - Organise a Whole School day for February 2010, and make plans to continue such days
 - Lead INSET training to all staff about resources for G + T children

Appendix 1: Howard Gardiner's Multiple Intelligences –

- ❖ Logical-Mathematical
- ❖ Linguistic-Verbal
- ❖ Intra-personal
- ❖ Bodily-Kinaesthetic
- ❖ Visual-Spatial
- ❖ Musical
- ❖ Inter-Personal
- ❖ Naturalistic
- ❖ Existential

Appendix 2: Bloom's Taxonomy

- ❖ Knowledge
- ❖ Comprehension
- ❖ Application
- ❖ Analysis
- ❖ Synthesis
- ❖ Evaluation

Appendix 3: List of local groups

Appendix 4: List of resources in each classroom

Appendix 5: List of resources kept centrally

Appendix 6: List of appropriate web sites

Signed.....

Date.....

To be reviewed by