

## ST. MICHAEL'S CE MIDDLE SCHOOL Policy for Gifted and Talented

### Rationale

Our school aims state that our children:

- reach for the highest standards attainable in work
- are assisted in making the most of their talents and abilities within a stimulating and supportive environment

### Aim

All children have a right to a broad and balanced education which is appropriate to their level of ability. This policy states our commitment to:

- provide an environment in which all pupils are enabled to realize their potential
- supporting the raising of aspirations of all pupils
- maintaining high expectations of achievement for all children
- developing greater self-reliance and independence for all children

In order to achieve these aims, we will ensure that those children who display some exceptional form of gift or talent are provided for both socially and intellectually.

### Definition

In line with the Local Authority, we have adopted the Department for Children, Schools and Families (DCSF) definition of gifted and talented children 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 these abilities.”

We expect this to be around 9% of the school's population (Dorset County Council recommendation).

These pupils will require a broader range of enrichment and extension support in order to challenge them.

### Guidance

DCSF guidance suggests:

- **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 applied skill.

## Identification

To facilitate identification, all teachers are aware of the general characteristics of gifted and talented learners. An OfSTED review of research indicates that these may include:

- Be a good reader
- Be very articulate or verbally fluent for their age
- Give quick verbal responses
- Have a wide general knowledge
- Be interested in topics which one might associate with an older child
- Show unusual and original responses to problem solving activities
- Be logical
- Have an ability to work things out in their head very quickly
- Have a lively and original imagination/sense of humour
- Be easily bored by what they perceive as routine tasks

Teachers are also aware of the characteristics of gifted and talented underachievers who may tend to:

- Have low self-esteem
- Be confused about their development and about why they are behaving as they are
- Manipulate the environment to make themselves feel better
- Tend towards a superior attitude to those around them
- Find inadequacy in others, in things, in systems, to excuse their own behaviour

Gifted and Talented pupils at St. Michael's are identified by making a judgement based on an analysis of various sources of information including:

- Cognitive Ability Tests (CATs). Pupils who achieve a Standardised Age Score (SAS) of 130 or higher in either the Verbal, Non Verbal or Quantitative test
- Summative assessments/end of Key Stage levels
- Teacher Assessment (based on work scrutiny, classroom observation, discussion with pupils)
- Teacher nomination
- Parental nomination
- Peer nomination
- Predicted test scores
- External agency or community nomination e.g. health visitor

- Information from previous teacher or first school

This information is collated by the Gifted and Talented Co-ordinator and is made available to all staff. A child who has been identified will be put on the school Gifted and Talented register and the area of ability will be recorded when targets have been reviewed, and again, after end of year tests have been completed.

### **Organisational and in-class approaches**

Important strategies include:

- The coherent management of pupil groups (whether in mixed ability groups or ability sets) and recognizing that whilst there may be a higher concentration of gifted and talented pupils in some groups, there will be some pupils who have gifts and talents in all groups.
- Providing opportunities for gifted and talented pupils to support/work with children of similar abilities. This may involve occasionally working with older pupils through curriculum activities and through visits to upper schools. Withdrawal groups can be used but they must be done sensitively.
- Mentoring support for pupils of exceptional ability (adults within the school will offer this support).
- Provision of enrichment/extension activities and tasks identified in schemes of work and setting arrangements.
- Clear differentiation within subject areas and in all classes as well as differentiated homework.
- Development of independent learning by allowing pupils to organise their own work to carry out tasks unaided; evaluate their work and become self-critical.
- Questioning used effectively.
- Providing roles of responsibilities within the school. For example, reading buddies, acting as mentors to new pupils.
- Teaching thinking and problem solving, higher order skills, study skills, teaching for a range of learning styles.

### **Out of class activities**

The following are offered on a regular basis and, although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practise and extend their skills:

- Enrichment days – these may be organised by the school itself, East Dorset Educational Partnership (EDEP) or the local upper school.
- Residential experiences – Leeson House in Swanage run courses throughout the academic year.

- School clubs – curriculum clubs as well as Sports, Chess, ‘Scrabble’, Scenery Painting etc.
- Music and sporting activities.
- EDEP – concerts celebrating Music and Dance; Art exhibitions.
- The use of specialists. For example, teachers from secondary schools, visiting artists and authors.
- A broad, creative curriculum, giving children a chance to thrive.

### **Co-ordinating and monitoring**

The Gifted and Talented Co-ordinator has overall responsibility for:

1. Ensuring that the policy is implemented.
2. Co-ordinating the monitoring of progress.
3. Ensuring that the professional development programme included relevant aspects of gifted and talented provision and provides opportunities for teachers to attend courses.
4. Reviewing the policy twice annually in conjunction with the named governor for Gifted and Talented.
5. Ensuring continuity and progression – transfer between classes and transition between schools.
6. Evaluating provision by use of the Classroom Quality Standards (CQS).

### **Every Child Matters**

The school’s role is to develop the whole child, body, mind and spirit which includes self concepts, self esteem, value and moral thinking, social adjustments, altruism and motivation.

### **Partnership with parents**

Parents and teachers will work together for the needs of Gifted and Talented pupils.

### **Young, Gifted and Talented**

Pupils who are eligible will register as members of Young, Gifted and Talented (YG&T) and have full access to a range of resources, learning opportunities, enrichment and extension activities and courses relevant to their strength. YG&T will transform the provision of support to Gifted and Talented learners.

Teachers will use the YG&T website as a learning resource to support their teaching and planning.

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