

COLLINGWOOD PRIMARY SCHOOL

Gifted and Talented Policy

“There is something wrong when a person is able to do some things really well, but is not considered smart if these things do not happen to be connected to school success.”

Howard Gardner, Harvard University

Rationale and Philosophy

At Collingwood, we recognise that all children are individuals with their own strengths and weaknesses, gifts and talents. Within this range of individuality there are children who are “more able” intellectually than others and children who are particularly talented in a certain specific areas of ability.

We believe that every child has the right to be included in a broad, balanced and relevant curriculum; and that each pupil is entitled to have the opportunity to be involved in appropriate education so that they can strive to fulfil their individual potential.

Identification

The DfES defines 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 identify these children so that we can provide effectively for them and so that teachers can plan appropriate work and stimuli for them. There is no single measurement with which to identify highly able pupils due to their individuality. In this school we use a combination of the following sources of information:

- teacher observation and assessment
- checklists of characteristics (see questionnaire)
- testing: such as SATs, reading tests
- background knowledge from parents and past teachers

Ordinarily, gifted children will be 1 level plus above the average age expectations of our school, e.g. a level 5b in Year 6.

Definition of a Gifted and Talented Pupil at Collingwood School.

Each child is unique and to attempt a single definition is to generalise too widely. The term ‘more able’ in our school refers to the top 10% - 20% of the ability range in any one curriculum area. These are shown as the top % on our Target Tracker cohort data. (levels change according to age)

“Gifted learners” are those who have abilities in one or more subjects in the statutory school curriculum other than art and design, music and PE. For example, this may be in Maths, English, Science, ICT or a combination. Teachers will be able to level these children using the National Curriculum. These are usually at least 1 level above national curriculum age related expectations.

“Talented learners” are those who have abilities in art and design, music, PE or performing arts such as dance and drama. They may also have advanced leadership or advanced social skills. This may not necessarily be across all areas of pupils’ learning and teachers will not always be able to level these children. This is encouraged through signposting to events and specialists and celebrated at school but may not necessarily be tracked eg if a child is talented at speed skating.

“Exceptionally able” is a term often used to describe pupils who are two levels above national expectations for their age.

Aims

Having identified our different groups of pupils we aim to provide:

- entitlement to appropriate education for each individual
- the opportunity to work at higher cognitive levels
- the opportunity to develop specific skills or talents
- the opportunity to experience a broader, richer curriculum
- support and care for the whole child both socially and intellectually
- support provision for highly able children

Monitoring

Once identified “Gifted learners” and “Talented learners” are entered on our register of Gifted and Talented pupils, which notes their particular abilities. This is kept both centrally and in the pupil’s personal file, so that all teachers are aware of his / her needs. There is a further list generated from Target Tracker, which contains names of “more able” children in the school, usually the 10% of more able children in each class. This list is updated and reviewed at least termly through pupil progress meetings in each phase.

Leadership

We have appointed a member of staff responsible for Leading the work with all Gifted and talented and more able and exceptionally able pupils children. That role is to:

- set up and maintain the register
- monitor progress of those on the register
- research resources suitable for these pupils, and generally support staff in providing for them.
- develop a resource base as funds allow
- keep themselves up to date with developments in this field
- develop, monitor, evaluate and refine, in conjunction with the headteacher and governing body, a whole school policy on meeting the needs of these pupils.
- increase colleagues’ awareness of the needs of these pupils.
- foster good home-school relationships, by promoting the use of resources in the wider community
- communicate all relevant information to the named governor(s)

Provision

We believe that challenging children should not be an “add on” to the curriculum, it should be a way of learning for all and part of our pupils’ entitlement.

Provision depends on the individual learning needs of the pupil. The following strategies will be applied as appropriate:

- acceleration – enabling the pupil to move through the curriculum at a faster rate
- setting by ability – so that more/exceptionally able and gifted and talented children can, from time to time, work together with others of similar ability.
- Working with pupils of the same chronological age when not set, so that they are part of a normal peer group
- Withdrawal for individual support when necessary
- Special provision for exceptionally able pupils for specific teaching and monitoring
- Diverse and flexible teaching and learning strategies, meeting the needs of distinct pupil groups within the Gifted and Talented population.
- A range of challenging learning and teaching strategies evident in planning and delivery.
- Independent skills will be developed.
- The use of new technologies across the curriculum focussed on personalised learning needs.
- We also aim to provide a range of enrichment activities throughout the year. This can help to identify Gifted and Talented pupils who we were not previously aware of.

In-class strategies

- Teachers provide enrichment and extension opportunities for these pupils as part of their planned differentiation. This will apply also to homework.
- Gifted learners will be challenged within subject areas.
- Activities such as “Mantle of the Expert” or a day or workshop when the usual timetable is suspended so that there can be a focus on one area.

Out of class activities

- Variety of activities for more able and Gifted learners in Year 6 is arranged throughout the year. ***These are arranged as a consortium led by a specialist teacher or led by our Partner Secondary School, William De Ferrers. Children are selected according to the content of the session.***

Partnership with parents

Parents are informed of their child’s progress and aptitude in particular subjects through:

- Liaison with parents at parent evenings
- Liaison with parents at informal meetings
- Written reports

Parents will be informed by the co-ordinator in writing if their child is on the Gifted and Talented register and the reason why

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Appendix A (added Feb 2010)

Behavioural issues: www.behavioradvisor.com an American website with useful information.

Brainy Child: www.brainy-child.com

British Museum: www.thebritishmuseum.ac.uk

Food and Drink Federation: www.fdf.org.uk has on-line quizzes, directory of web links and downloadable resources on all aspects of food

Free rice: www.freerice.com a website where all the family can enjoy answering questions whilst winning rice for the UN World Food Programme

Global Footprints: www.globalfootprints.org take an online quiz to tell what your global footprint is and learn how to reduce it

Headliners: www.headliners.org a website on journalism for children aged 8-11

IGGY International Gateway for Gifted Youth: www.warwick.ac.uk/iggy a website for gifted children. Try the IGGY Junior area

IPSEA: www.ipsea.org.uk free and independent advice and support to parents

Kids Astronomy: www.kidsastornmy.com free games and activities for parents and teachers of children of all ages.

Kidscape: www.kidscape.org.uk advice for parents, professionals, children and young people. Also run Assertiveness Training and Courses

Maths: www.nrichmaths.org mathematical resources for children, parents and teachers to enrich learning.

Mensa: www.mensa.org.uk

Parents In Touch: www.parentsintouch.co.uk

Reading Reform: www.rrf.org.uk a website for reading, spelling and nonsense word tests.

Reading for gifted children: www.amazon.co.uk/tag/childrens%books/forum

Science at Home: <http://science-at-home.org/predict-observe-explain/> a website explaining how to turn anything into an experiment.

There is a wealth of websites now available for parents of gifted and talented children. All have value but much depends on what information you are looking for. Here, we try to categorise the information.

Government Sites

Parents Centre - helping you to help your child. Information and support for parents on how to help with your child's learning, including advice on choosing a school and finding childcare.

The Standards Site

The latest thinking on current gifted and talented initiatives, practical guidance and advice on developing the needs of gifted and talented children and for professional development for teaching staff.

OFSTED

This report (2001) is concerned with the use made by schools of the opportunities presented by the grant-funded programmes. It highlights points for consideration about the nature of the programmes and their relationship to mainstream school provision

The Literacy Trust

General advice on the provision for gifted and talented in the UK and background information on government policy in the recent past.

Directgov

Basic information on the ways of supporting gifted and talented children.

Qualifications and Curriculum Authority (QCA)

QCA maintains and monitors the National Curriculum and associated assessments, tests and examinations.

TeacherNet

TeacherNet has been developed for the DCSF as a resource to support the education profession.