



BRINKWORTH EARL DANBY'S CE PRIMARY SCHOOL

Serving the communities of Brinkworth and Dauntsey

Headteacher: Mrs L Hilliard

Believe to Achieve! "Roots will grow down into God's love and keep us strong" EPH 3:17

ABLE GIFTED AND TALENTED POLICY

This Policy was written in Autumn 2006 and reviewed in 2008 and 2013 following discussion based on Wiltshire's Handbook for Schools and other documents.

Our vision is to provide a secure, happy and stimulating learning environment in which EVERYBODY is valued, spiritual growth is nurtured and potential maximised.

- The Governors and staff at Brinkworth Earl Danby's acknowledge the potential of each individual pupil and as such seek to support the Able, Gifted and Talented within our school through a broad range of opportunities.
- We believe that the social and emotional growth of Gifted and Talented pupils should be encouraged alongside the development of academic and practical potential.
- We seek to be inclusive in our approach and sensitive to the potential impact of labelling a group of pupils as Gifted and Talented.
- In the pursuit of school-wide excellence we aim to provide opportunities for all our pupils to reveal, display and extend their abilities.
- We believe that supporting the needs of Gifted and Talented pupils is a factor in raising the achievements for all.
- We believe in providing appropriate challenge within the broad and balanced curriculum of the school
- We believe that confidence, home environment and expectation are factors influencing how well pupils achieve.
- We choose to use the term 'more able'.
- We recognise that these pupils will be drawn from the top 10% of their cohort in the relevant area e.g. Maths.

See Appendix A for further information.

IDENTIFICATION STRATEGIES

- We aim to identify gifted and talented pupils using a variety of methods
- We use checklists to help teachers with their initial identification (see Appendix B)
- We promote the early identification of gifted and talented pupils, use information passed on by other schools, and exchange information within the school.
- We use SATs scores, internal tests, examination results, Fischer Family Trust data and Pupil Achievement Tracker data.
- We are aware that latent talent or potential may go unrecorded, that social background/lack of opportunity may disadvantage pupils and that some pupils perform poorly in tests. To redress this, teachers will be encouraged to use their professional judgement and experience through observation of pupils, rates of progress in acquiring relevant knowledge, skills and understanding.
- The school has a named person responsible for the big picture; introduction of the agreed policy, monitoring and review. (See Appendix C for job description of co-ordinator).

PROVISION WITHIN THE SCHOOL AND BEYOND

We aim within the given structure of the school to:

- Group pupils in ways which teachers feel will maximise the quality of teaching and learning.
- Identify in planning differentiated work/resources and opportunities for open-ended homework
- Use in-class support to further the learning of our gifted and talented pupils/
- Develop and provide opportunities for extension work.
- Provide opportunities for access to the internet.
- Provide appropriate pastoral care by way of the AG&T co-ordinator in recognition of the particular emotional and psychological needs of gifted and talented pupils
- Consider the use of individual pupil plans.
- Provide opportunities for professional development of individual teachers to inform teaching strategies.
- Make contact with experts external to the school
- Provide a wide range of extra curricular opportunities to encourage talent to flourish e.g. Braeside courses, school council, music tuition, sports activities, puzzle club, general knowledge team, gardening club, art club.

TEACHER/PUPIL SKILL DEVELOPMENT ACROSS THE CURRICULUM

We recognise that gifted and talented pupils are entitled to develop their knowledge, skills and understanding in full, we will endeavour to promote this through the enhancement of teachers' own awareness and skills.

- We will ensure the development of questioning skills for teachers and pupils.
- We will promote the teaching of thinking and problem solving
- We will ensure regular opportunities for CDP/INSET.
- We will provide opportunities to develop effective research techniques, library and ICT skills.
- We will encourage the development of a wide variety of recording and communication skills.
- We will promote a culture of enthusiasm for learning.
- We will encourage and celebrate the expression of special ability – musical, sporting, theatrical performances, and art work through assemblies, presentations, certificates and celebratory displays.

MONITORING, ASSESSMENT AND REVIEW

- Ensure all teachers are involved in identifying gifted and talented pupils annually as a whole school process.
- Liaise with colleagues to develop and agree effective methods of collecting and monitoring data pertaining to the gifted and talented pupils.
- Ensure the needs of gifted and talented pupils are being met.
- Maintain and keep appropriate records of gifted and talented pupils.
- Develop links with feeder schools for information exchange, sharing good practice, teacher support, resource loan/s etc.
- Lead INSET to raise staff awareness of the characteristics and needs of gifted and talented pupils.
- Liaise with parents and external agencies, attend meetings when necessary to ensure the needs of gifted and talented pupils are understood and met.
- Consult with gifted and talented pupils in order to monitor the effective implementation of the policy
- Provide information for the governors.
- Work with the Headteacher to provide a statement of provision for the next school prospectus
- Review the policy annually in accordance with DfES guidelines.

**WILTSHIRE ABLE, GIFTED AND TALENTED PUPIL PROVISION;
Bright Pupil...Gifted Learner**

BRIGHT PUPIL	GIFTED LEARNER
Knows the answers	Asks the questions
Is interested	Is highly curious
Is attentive	Is mentally and physically involved
Has good ideas	Has wild, silly ideas
Works hard	Plays around, yet tests well
Answers the questions	Discusses in detail, elaborates
Listens with interest	Shows strong feelings and opinions
Learns with ease	Already knows
6-8 repetitions for mastery	1-2 repetitions for mastery
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Good memoriser	Good guesser
Enjoys straightforward, sequential tasks	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical

'Highly gifted children learn not only faster than others, but also differently. Highly gifted minds can consume large amounts of information in a single gulp and they thrive on complexity. Giving these children simple bits of information is like feeding an elephant one blade of grass at a time – he/she will starve before he even realises that anyone is trying to feed him'

Stephanie S. Tolan 1990

Taken from Hoagies Gifted Education page : www.hoagiesgifted.org

Gifted and Talented Pupils – Who are we talking about?

Gifted and talented pupils are described in the latest government thinking as being around the top 5 – 10% of the ability range in any school or class setting. As the National Association for Able Children in Education (MACE) has suggested, we must encourage teachers to believe that there are Gifted and Talented pupils in every class and every school.

It is clear that one should not be “precious” about the terminology used to describe children with high levels of ability. Throughout this publication the term Gifted and Talented will be used to cover this broad spectrum of usage.

Gifted and Talented in the Classroom

In practical classroom terms, Gifted and Talented children are likely to present themselves to teachers in one or another of three groups.

- a) Those whose outstanding ability is so evident (and in some cases linked with behaviours that cause difficulties in mixed ability settings) that they force teachers to seek to develop specific strategies to cope with their high ability, even if there is not existing whole school policy.
- b) A much larger group of children with high levels of ability (The DfES suggests about 10% of a school’s cohort) who attain high levels of achievement and would specifically benefit from a school policy targeted on providing appropriately for Gifted and Talented children.
- c) Children with high levels of ability, who do not achieve at a high level and who are in danger of being missed by those seeking to provide appropriately for Gifted and Talented children.

Broader and Narrower Than You Think – A Range of “Outstandingness”

There is amongst Gifted and Talented children a range of outstanding ability:

- 1) The reality of high ability is no longer seen as a matter of a single monolithic “Giftedness”, covering the whole spectrum of human ability. Instead current wisdom finds it more realistic to think in terms of several distinct types of ability, which often appear relatively independently of each other, rather than seeing them as facets of amore general high ability. Howard Gardner (1993) expresses this diversity in the concept of **multiple intelligences**, identifying eight distinct aspects of ability:
 - **Linguistic** (facility with language)
 - **Mathematical/Logical** (reasoning, organisation, calculation, abstract and structured thinking)
 - **Visual/Spatial** (ability to think in pictures/mental images, use movement to assist learning)
 - **Musical/Auditory** (skill with rhythm, pitch and musical patterns)
 - **Kinaesthetic** (physical skills, hand-eye co-ordination)
 - **Interpersonal** (skill in communicating, leadership, sensitivity to others)
 - **Intrapersonal** (self-awareness, self motivation, self directing)
 - **Natural** (skill in the natural sciences)
- 2) Gifted and Talented children vary enormously across this range in the extent of their outstanding ability.
 - a) A relatively small number may be outstanding in many of these areas of ability.
 - b) Many have high ability across a relatively narrower range.

- c) Some are outstandingly able in only one of these aspects of ability, for example, art or a particular sport or specific craft skill.

The task of identifying outstanding ability is further complicated by the fact that the opportunity to bring high ability to notice varies widely from one aspect of learning to another. High ability in some curriculum areas for example, sport, music or mathematics is much more readily noticed than it is in other, equally valid areas of learning, for example, design technology or geographical awareness.

Schools seeking to provide appropriately for Gifted and Talented Pupils therefore risk two contrasting dangers:

- 1) They may assume a child's outstanding performance in one or two aspects of learning indicates a broader range of ability than is the case, or
- 2) They may identify high performance in a specific skill area and assume that the task is to provide appropriately in that one area, when in fact the pupil has unrecognised (and possibly greater) ability in other aspects of learning.

This is in addition to the risk of failing to recognise the high ability of the all-round underachiever.

A particular problem in misjudging the extent of high ability, which profoundly affects decision making about specific children's giftedness, relates to academic, chronological and social age. A child who is academically years ahead of his/her peer group may have the personal maturity of an average child of his/her age – and possibly the social skills of an even younger child.

**From: Wiltshire Able, Gifted and Talented Pupil Provision
Initial Identification Checklist**

Name: _____ **Date** _____

Date of Birth _____ **Year Group** _____

Learns easily	
Original, imagination, creativity	
Persistent, resourceful, self-directed	
Inquisitive, sceptical – may point out weaknesses of people in authority, e.g. teachers	
Skilled/informed in specific areas often beyond his/her years e.g. leading others	
Outstanding vocabulary, articulate, verbally fluent	
Speed and agility of thought and preference for verbal rather than written expression	
Independent worker, shows/takes initiative	
Unusually high level of motivation and/or self expression	
Shows unusual insights – spots links, connections, patters etc that others miss	
Good judgement, logical – prefers open ended tasks	
Shows leadership qualities	
Skilled and comfortable working in the abstract	
Versatile, many interests, areas of strength	
Excellent sense of humour, sometimes unusual	
Artistic	
Musical	
Shows high level of empathy/sensitivity towards others	
Socially adept – may prefer the company of adults	
Exhibits unusually extroverted or introverted behaviour in a group	
Behaviour indicators e.g. frustrates teacher by appearing not to concentrate, works carelessly at times	
Teacher responsible for initial checklist assessment	Date: _____

Identification of able pupils and those with exceptional talent.

Name:

	At Times	Always
Thinking Speed		
Has quick mastery and recall of information		
Has exceptional curiosity		
Is sceptical		
Asks many searching/provocative questions		
Learning Style		
Can make accurate predictions using previous knowledge		
Can deal with the abstract		
Quickly generalises and uses information to predict/explore		
Follows complex directions with ease		
Jumps stages in learning		
Persistence		
Is a keen and alert observer		
When interested becomes absorbed for an unusual length of time		
Determined to complete task		
Shows originality/creativity on intellectual work		
Criticises constructively or harshly		
Can produce work of a high standard independently		
Behavioural Constraints		
Critically examines authoritarian statements from peers or adults		
Prefers to talk rather than write		
Is reluctant to practice skills already mastered		
Listens to only part of the explanation		
Mental speed rather than physical capabilities		
Leadership		
Sees a problem quickly and takes initiative		
Is followed by others automatically		
Adapts or improves situations/systems/objects		
Facility with Language		
Reads rapidly and retains what is read		
Intellectually playful/original/imaginative. Manipulates ideas		
Has advanced use and understanding of language		
Appreciates verbal puns, cartoons, jokes		
Makes inferences from films and stories		
Has a keen or unusual sense of humour		
Social Interaction		
Shows sensitivity		
Shows empathy towards others		
Is more than usually interested in adult style problems		
Creative and imaginative flair and style		

Identification of able pupils and those with exceptional talent**Details of Particular Talents:**

For example, music, art, dance, drama, sport, general knowledge

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Standardised Score Information:

Date of Test	Age When Taken	Test	Raw Score	Standardised score

Other Information

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