



## St Stephens Community Academy **Gifted and Talented Policy**

The An Daras Multi Academy Trust (ADMAT) Company  
An Exempt Charity Limited by Guarantee  
Company Number/08156955

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Recommended	
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Advisory Committee	Local Governing Advisory Body
Linked Documents and Policies	Teaching & Learning Policy Inclusion Policy

## Gifted and Talented Policy

### 1.0 Rationale:

St Stephens Community Academy is committed to developing the whole child intellectually, socially and emotionally and it is within this context that this policy is devised for the recognition of, and the provision for, the most able pupils in our school. This is consistent with our Equal Opportunities policy that all pupils should be given opportunities to develop their full potential.

### 2.0 AIMS:

We recognise that higher ability pupils have special needs which should be recognised and action taken. We believe that making appropriate provision for the most able will raise both teacher expectations and the teaching quality for all children.

2.1 This policy outlines St Stephens approach to Gifted and Talented (G&T) pupils; their identification, management, opportunities, success criteria and the overall programme.

- Identify students who are achieving or have the potential to achieve significantly above their Age Related Expectations (ARE).
- Provide for the learning needs of those children through a high-quality educational experience.
- Ensure that G&T pupils are appropriately challenged so as not to lose confidence and motivation or become bored or disaffected.
- Develop effective and inclusive practice which will lead to whole school improvement.
- Provide a broad range of enrichment through additional, external learning opportunities, specially targeted for the development of G&T.
- Ensure G&T pupils are identified and teachers are made aware of them through the use of the G&T Register.
- Hold a central G&T Register used to measure the overall progress of both G&T children and the programme.
- Monitor within units, the progress of G&T pupils individually and as a group within the specific gift or talent regularly, whilst the G&T co-ordinator reviews their progress half-termly through the use of School Pupil Tracker.
- Encourage children to fulfil their potential in their academic, physical and creative achievements.
- Have high expectations that are supportive of such successes and ensure celebration of these.
- Our provision for G&T pupils is not intended to be elitist or divisive but should be seen within the context of meeting individual needs and raising standards for all pupils.

### 3.0 Definitions of Gifted and Talented

3.1 We recognise that there is no universally accepted definition of what constitutes a higher ability / gifted / talented pupil. We are aware of the numerous terms used to

describe higher ability. Many definitions and perspectives on ability exist. The UK Department for Children, Schools and Families guidelines (DCSF, 2008) describes gifted and talented pupils as 'Children with one or more abilities developed to a level significantly ahead of their year group (or the potential to develop those abilities).' Doing well in tests alone is not sufficient and is a narrow view of ability.

- 3.2** The terminology St Stephens uses to define our Gifted and Talented pupils will be
- Above Average – those children achieving above their Age Related Expectations (ARE).
  - Gifted – those children significantly achieving above their Age Related Expectations in academic subjects – Numeracy, Literacy-Reading, Literacy-Writing, Science, History, Geography, Modern Foreign Languages, Design Technology, I.C.T, Religious Education and PSHE.
  - Talented – those children significantly achieving above their Age Related Expectations or showing an exceptional talent within creative subjects – Physical/Sporting Activity, Music, Art and Design, Performing Arts, Leadership and Social, Other Specified Area.
- 3.3** Gardener (1983, 1993) put forward the concept of Seven Intelligences, as a framework for identification. The list describes the areas of talent:
- Musical intelligence
  - Linguistic intelligence
  - Logico-mathematical intelligence
  - Bodily kinaesthetic intelligence
  - Spatial intelligence
  - Intrapersonal intelligence
- 3.4** Our G&T pupils in each year group are identified, profiled and tracked through the use of our G&T Register, which all members of staff can access. The Register will continue to track those children who do not maintain their significant Gift or Talent and we will strive to enable these children to achieve their potential and continue to demonstrate their high achievement by seeking to identify and helping pupils to overcome their barriers to learning.
- 4.0 Identification of G&T Pupils**  
Gifted and Talented pupils may show particular strengths in a range of domains. These strengths are identified through a range of methods:
- Teacher assessment and nominations
  - Tests which are administered half-termly (e.g. Pira / Puma/ Headstart) or yearly (e.g. SAT's)
  - Parent's comments, where parents provide background knowledge of their child
  - Pre-school and school entry profiles
  - Information from previous teacher / schools
  - Awareness-raising checklist of characteristics (see Appendix A / B)
- 4.1** We pay particular attention to the 'Submerged Talent' of pupils, which may not manifest itself due to many reasons. There may be many instances of high ability being masked: language problems, deprived home background, lack of confidence and the fear of being given 'extra work'; these can often stand in the way of teacher identification.

## **5.0 Provision**

Differentiation, by task and by outcome, is practiced by all teachers. Staff share strategies and their relative effectiveness, in Key Stage and staff meetings. Staff are aware of the need to incorporate higher levels of thinking through consideration of higher order questioning skills. Challenging activities, questions and enquiries are highlighted in lesson planning.

### **5.1 A number of strategies are adopted:**

This will depend on the individual learning needs of the pupil, yet a range of strategies can be considered:

- Differentiated planning to include a minimum of support, core and extension and is aimed at G&T pupils, not just the 'Above Average' pupil. The differentiation can be by outcome, resource, task, dialogue, support, pace, content; i.e. adapting a task to make it more complex and create challenge by making it more sophisticated.
- Opportunities for pupils to work in a variety of grouping situations, e.g. whole class, group work, paired work, independent.
- Setting targets at a sufficiently high level to extend and challenge G&T pupils.
- Homework which again is specific to their level and therefore may need to be differentiated. Opportunities are provided for personal research projects.
- Inclusion in enrichment activities.
- Opportunities for their achievements to be celebrated.
- Effective use of ICT.
- Questioning, explaining and challenging to extend thinking.
- Provision for a range of different learning skills.
- Opportunities provided to develop thinking skills, problem solving, higher order thinking and communication skills.
- Encourage the use of the G&T pupils as lead learners, as and when possible.
- Various use of the Learning Support Assistant for support and further acceleration.
- Opportunities to develop own interests and learning strategies, enabling pupils to become independent learners.
- Classroom environment which develops and promotes high achievement by empowering learners.

## **6.0 Organisation of G&T**

We currently have a G&T Co-ordinator, who is responsible for co-ordinating the G&T provision at St Stephens. Their role is to:

- Set up and maintain the G&T Register.
- Liaise with class and subject teachers to support and encourage provision for those pupils.
- Research suitable resources and generally support staff in providing for those pupils.
- Ensure that all teachers keep appropriate records and that these are transferred to the next year group as appropriate, this can be as simple as being aware of those pupils that they teach who are on the G&T register and the specifics of their nominations.
- Half-termly tracking of pupils progress and achievements

**7.0 Partnership between Parents/Carers of G&T Pupils**

The involvement of Parents/Carers is an essential element of children’s learning and wellbeing, their support is crucial in determining the educational outcomes of their children. Where parents and pupils are actively involved with schools in the development and planning of the pupil’s education, inclusion is more likely to prove successful.

**7.1 At St Stephens Community Academy, we will:**

- Provide Parents/Carers with the opportunity to discuss their child e.g. during Parent’s Meetings, or conversations with the class teacher
- Report on progress annually through written end of year reports.
- Communicate external opportunities to parents/carers for extension activities which are relevant to their child’s Gift or Talent.

**7.2 At St Stephens Community Academy, our overall aim is to provide good quality learning experiences for all of our pupils but with regards to this policy and for Gifted and Talented children in particular, through the following approaches:**

- Whole School
- Within the Classroom
- Within the School / Academy
- Beyond the School

**8.0 Monitoring the policy**

It is the responsibility of the co-ordinator to monitor the effectiveness of this policy through a range of mechanisms, for example administering a questionnaire, and conducting individual interviews with pupils and parents.

**9.0 Publication and availability of the plan**

The Pastoral Care Policy will be made available on the website

This plan will be reviewed every three years by the Local Governing Advisory Board.

Plan approved by the full Local Governing Advisory Board: **Summer 2017**

Next review will be: **Summer 2020**

Signed:..... Chair of the Local Governing Advisory Board

Date:.....

## Appendix A Using a 'Multiple Intelligences' checklist

Area of Intelligence	✓
<b>Linguistic Intelligence</b> (languages)	
Enjoys activities which involve working with words, spelling games	
Enjoys discussions, both factual and imaginative	
Enjoys reading and has an extensive vocabulary	
Shows competence as a creative writer in different genres	
Enjoys telling stories	
Shows interest in other languages and responds to challenge of investing languages	
<b>Spatial Intelligence</b> (space)	
Shows aptitude for constructions, designs	
Awareness of space, pattern and layout	
Responds well generally to art and craft work	
Visualises details and perspectives	
<b>Logio-mathematical Intelligence</b> (mathematics and sciences)	
Shows enjoyment of mathematics	
Enjoys logic puzzles and capable of producing reasoned argument	
Shows awareness of pattern and sequence	
Systematic problem solving abilities	
<b>Bodily kinaesthetic Intelligence</b> (physical)	
Learns new sports with ease	
Uses body competently and with agility	
Well co-ordinated	
Very competent user of motor skills	
<b>Musical Intelligence</b> (music and rhythm)	
Enjoys musical activities	
Chooses to listen to music	
Strong awareness of rhythm, patterns, melodies	
Can reproduce new tunes and rhythms	
<b>Intrapersonal Intelligence</b> (interpersonal skills, leadership skills)	
Shows initiative	
Knows own strengths and weaknesses	
Capable of having a laugh at oneself	
Empathises with other people's needs	
Reflective and can be engaged in self-evaluation	
Has self-confidence	
<b>Interpersonal Intelligence</b> (ability to reflect on oneself)	
Shows management skills	
Shows sensitivity to others	
Co-operative in groups	
Shows leadership and organisational skills	

## Appendix B Teachers' Talent Recognition Checklist

**Pupil's Name:** ..... **Date:** .....

Please tick (✓) in **ONE** column for each item below, whichever best describes the child:

- (a) = Displays this trait to a high level
- (b) = Shows this more than other pupils of his / her age
- (c) = Similar to other pupils of his / her age
- (d) = Does not show this trait very often
- (e) = Has not shown this trait

	(a)	(b)	(c)	(d)	(e)
Learns easily					
Displays curiosity					
Displays a good sense of humour					
Has a good memory					
Good factual knowledge					
Scores highly on standardised tests					
Demonstrates a superior capacity for reasoning					
Has the ability to work independently					
Competent in symbolic activity – e.g. early reading					
Good problem-solving abilities					
Enjoys using or making up complex rules					
Possesses a broad attention span and can be engrossed in an activity					
Persistence					
Keen powers of observation					
Interest in topics of complexity					
Shows imagination and originality of thought					
Enjoys organising events					
Shows leadership qualities					
Shows boredom with repetitive work					
Chooses unusual methods of working					
Has special interests (List ...)					
Has a wide vocabulary					
Capable of analysing and evaluating					
Able to follow complex instructions					