

Hemingbrough CP School

Most Able and Talented Children Policy

Document Status			
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Date of Policy Adoption by Governing Body		Signed Sarah Chappell Headteacher	
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Rationale

Able, gifted and talented pupils have a right to a curriculum that caters for their individual needs and enables them to develop their strengths in an ethos where diversity is recognised and celebrated. Hemingbrough School seeks to provide a secure yet challenging environment that stimulates all pupils, ensuring that no 'ceiling' is put on achievement. The school recognises that there are pupils who have high general ability across the curriculum (gifted) or who have talent in a specific area. These pupils must be identified, challenged and supported in order to ensure that their needs are met.

"No school can say it has no gifted or talented pupils." OFSTED 2001

Aims

The school aims to:

Provide stimulating learning experiences for all pupils that encourage independence and autonomy, and support pupils in using their initiative.

Provide opportunities for pupils to work at higher cognitive levels

Provide opportunities for all pupils to reveal and develop their potential

Provide opportunities for pupils to develop specific skills and talents

Encourage pupils to reflect on their own learning and the factors that help them progress

Foster the development of well rounded and balanced individuals both intellectually and socially

Encourage pupils to be open to ideas and initiatives presented by others, therefore promoting the importance of citizenship and collaboration

Who are gifted and talented children? A definition

Gifted and talented children can be identified as those who are performing or have the ability to perform at a level significantly in advance of the average for their year group. Gifted children are defined as those who exhibit high ability across one or more academic subject areas. At Hemingbrough Primary we consider this to be children working 2 subject levels above the average for their year group. Talented children are those who excel in a specific area; socially in terms of leadership or in sport, the performing arts or design and technology.

Gifted and talented pupils are those that exhibit all round ability across a wide variety of subjects.

They will usually show a combination of some of the following characteristics:

A early ability to speak in sentences and to sustain a conversation with an adult

A wide vocabulary

Excellent reading ability and widely read

An inveterate curiosity and questioning attitude

Sustained concentration

A preference for socialising with older pupils or adults – sometimes having difficulty making friends with their own peer group

A sense of humour that may be considered quirky or odd by others

A delight in language play

Challenging behaviour particularly when frustrated or bored

A dislike of perceived failure

Imagination and creativity

Impatience with work which they feel lacks purpose

Possessing a wide general knowledge

Preferring to work individually rather than collaborating with a group – tendency to be impatient with others who do not think as quickly

Logical reasoning ability

Ability to link and question concepts and ideas

Excellent memory skills

Ability to engage in problem solving

Rapid assimilation of material

Musical ability

Keen observation

We must remember that however bright a child may be he/she is first and foremost a child and must be given time and space to develop as a person. Children of all ages need to learn socially and emotionally as well as academically. Gifted and talented children should understand that learning from mistakes is an essential part of the learning experience.

Identification

The school uses a range of criteria and sources of evidence to help identify able, gifted and talented pupils.

These include:

- Information provided at points of transition both internally and externally
- Foundation Stage Assessment
- SAT's
- Reading assessment

- In school tracking and monitoring system
- Staff observation
- Ongoing teacher assessment
- Information from parents, carers and other agencies
- Discussion with pupils

Provision for gifted and talented pupils

At school level:

- Differentiation and extension within individual teacher's planning to provide challenge within the curriculum
- Withdrawal for specific activities allowing pupils to work together on challenging and enriching activities and tasks
- Involvement where possible in activities that extend the boundaries of the curriculum

Within the classroom:

The learning culture should:

- Be pupil centred, valuing and utilizing pupil's interests and learning styles
- Encourage the use of a variety of resources, ideas, strategies and tasks
- Encourage thinking
- Provide a secure environment where taking risk is valued
- Provide a challenging learning environment allowing pupils to access higher order thinking skills
- Involve pupils in working in a range of settings and combinations
- Encourage pupils to ask questions of themselves, their peers, of adults and of ideas
- Facilitate target setting that involves pupils in their own learning and progress
- Celebrate creative and original thinking
- Ensure that homework extends learning encouraging independence and self motivation

Outside the classroom:

The school will actively seek:

- Opportunities for these pupils to take part in enrichment activities outside school
- Collaborate with other agencies that provide support and guidance

Leadership

The role of the teacher responsible for this area falls to the Gifted and Talented Leader, the headteacher and SENCO. They will maintain a register of gifted and talented pupils and ensure their progress is monitored. This will be achieved alongside the class teacher and any other adults involved with the child.

To be reviewed Nov 2022