



Cheam Common Junior Academy

Gifted and Talented Policy

January 2016

“Every child has the right to an education.”

Article 28, UN Convention on the Rights of the Child

Rationale

All children attending Cheam Common Junior Academy are entitled to a broad balanced and relevant curriculum. As a rights respecting school, we believe that every pupil should have the opportunity to develop and realise his or her potential.

Children who are identified as gifted and/or talented may, at times, require a more specialised programme of extension than the majority of children of the same age, in part or all of their schoolwork.

We place a very high priority on the need to provide a sufficiently challenging curriculum for all pupils. In addition, we will provide opportunities to identify and in turn nurture the talents and abilities of all those who are gifted and talented.

Aims

At Cheam Common Junior Academy we aim to:

- provide an appropriately differentiated curriculum for all pupils, giving attention to the development of thinking skills and incorporating extension and enrichment activities when appropriate

- identify, as early as possible, the pupils who are gifted or talented.
- provide opportunities for gifted and talented pupils to work together and share mutual interests.
- recognise abilities and talents in a wide range of areas, not only academic
- use a range of assessment techniques to identify such children and to provide targets for them
- develop staff awareness, strategies and teaching skills to provide challenge and flexibility in the curriculum

Interpretation

Gifted pupils are identified as those whose general level of attainment is significantly above that of their peers across the curriculum.

Talented pupils are identified as those whose level of attainment is significantly above that of his or her peers in one or more areas of the curriculum. This will include those who excel at sports, or the visual and performing arts.

Gifted or talented children will demonstrate very high or exceptional levels of attainment. Nationally, 20 per cent of pupils are likely to be identified as able children. If a child ends a year group having already achieved the following levels in one or more of the core subjects, they will be classed as able.

	More able	Most able
Year 3	3b/ 3a	3a+
Year 4	3a / 4c	4b+
Year 5	4b / 4a	4a+
Year 6	5c/5b	5a+

- **More able** children, approximately 10 per cent nationally, will demonstrate very high levels of attainment
- **Most able** children, approximately five per cent nationally, will demonstrate the highest attainment
- **Gifted** children, approximately two per cent nationally, will demonstrate exceptional achievement across the core curriculum
- **Talented** children will be those who demonstrate a significantly higher level of attainment in one or more areas of the curriculum, including sports or the arts

Characteristics

Gifted children tend to fall into one of four main groups:

1. High achieving – bright and hard working in one or more areas
2. Social leaders – children who show pronounced powers of leadership

3. Creative intellectuals – children who show originality and lateral thinking
4. Rebels – unconventional children who can be disruptive and difficult, with low motivation or poor presentation skills

It is worth remembering that these pupils can be:

- good all-rounders
- very able but with short concentration span
- very able but with poor social skills
- keen to disguise their abilities or under achieving

Identification

Identification of gifted and talented pupils is a continuous process, used to ensure effective and suitable provision.

Teachers are constantly assessing the abilities of children on a formal or informal basis, noting any specific aptitudes and talents. These assessments will kept up to date by each class teacher and information passed to the teacher with responsibility for gifted and talented pupils.

Information that can be used by teachers in the identification of gifted and talented pupils include:

- SATs or QCA results at the end of each year indicating that the child is working at a level two years above that of their peers
- reading, comprehension and spelling ages (base line tests in Year 3)
- reading, writing and maths results from half termly assessments
- science or computing results from end of unit assessments
- standardised scores, where available, indicating 130+
- analysis of information from KS1
- evidence of work samples
- discussion with colleagues
- discussion with the child
- discussion with parents

Gifted and talented pupils are those who will require provision above and beyond that of the 'normal' day-to-day classroom. This will need to be identified in planning and appropriate extension/differentiation made.

Strategies

A variety of strategies will ensure that opportunities exist for extension, enrichment and encouragement for all pupils. In addition, when planning for

gifted and talented pupils, the following should be borne in mind, as appropriate:

- Creation of an ethos where it is 'all right to be bright'
- Creation of opportunities to dismantle and transcend gender stereotypes
- Encouragement to become an 'independent' learner
- Awareness of the effect of ethnicity, bilingualism or social circumstances on high achievement
- Use of creative and innovative ways for delivering the curriculum
- Use of curriculum guidelines as building blocks from which to explore
- Enrichment groups, such as master classes, days or special activities
- Opportunities for pupils to take on extra responsibilities
- Recognition of achievement
- Differentiation of tasks and/or support from additional adults
- Extension activities or 'open' tasks
- Varied and flexible pupil groupings
- Encouragement of self evaluation and self criticism
- Encouragement to be a 'critical' friend to others
- Time for pupils to think for themselves with less instruction
- Encouragement to attend extra curricular activities when available

Monitoring, recording and reporting

The Assistant Headteacher for Inclusion is currently responsible coordinating provision for gifted and talented pupils. The coordinator's role includes:

- ensuring that a gifted and talented register is kept and up to date
- monitoring teachers' planning to ensure that the needs of gifted and talented pupils are being met across all curriculum areas
- classroom observations as identified on SIP and evaluation of children's work
- regularly reviewing the teaching arrangements for gifted and talented pupils, including the use of additional adults or teaching groups
- monitoring progress through analysis of test results and discussions with teachers
- supporting teachers in the identification of gifted and talented children
- providing advice and support to staff, including extra resources or outside advice if required
- liaising with parents, governors and the local authority on issues relating to gifted and talented pupils
- evaluation of this policy through discussion and examination of the provision made for gifted and talented pupils

Performance

The Assistant Headteacher will monitor the implementation of this Gifted and Talented Policy through his/her ongoing coordinator role to ensure that procedures laid down are reflected in practice.

This will be discussed at staff meetings during the year in order that any revision of the policy or practise, including any necessitated by new legislation, can be built into the School Development Plan for the following year.

Curriculum provision

We offer a differentiated curriculum for all pupils. This includes enrichment activities, which encourage higher order thinking skills of analysis, synthesis and evaluation, extension materials and open-ended activities to allow for maximum differentiation by outcome. All staff will receive training from the Gifted and Talented Coordinator on the Bloom's Taxonomy of higher order thinking skills and as a result staff will be able to use the taxonomy to aid their planning. Differentiation is reflected in our policy and practice throughout the curriculum. We recognise that the role of the class teacher is critical in providing appropriate provision and time is given to staff training accordingly.

Computing

We make provision for the children to use the computer in all lessons where appropriate. We incorporate computing in curriculum planning across the school when appropriate. Children use computing to enhance their skills in data handling and in presenting written work. They research information through the internet including Google Earth.

We also offer children the opportunity to use the digital camera to record and use photographic images. The school's newly developed managed learning environment (MLE) will host a 'Gifted and Talented Room' that every child had access to. This will have activities for each year group and has links to interesting and appropriate websites.

Gifted and talented pupils in Years 5 and 6 help lead the use of new technologies across the school in their role as monitors and managers of some MLE rooms.

Groupings

Through regular teacher observation and assessment in all subjects, staff identify more able pupils in all areas. More challenging extension and enrichment activities are planned for in all lessons for the gifted and talented

pupils, thereby ensuring the needs of gifted and talented pupils are met throughout the curriculum. 'Enrichment' (gifted and talented) and 'Extension' (more able) planning boxes are prominent on our literacy, maths and science planning sheets to ensure that all teachers are extending these groups of children. Subject leaders moderate planning and carry out work scans each term to check provision for gifted and talented pupils is present.

Extra provision – outside the classroom

We support the development of enrichment clubs and encourage participation in enrichment activities provided by other agencies. Membership of any school clubs would be open to all pupils and would be based on children's interest and commitment, although children who display special abilities and talents would be encouraged to join them. The school will ensure that participation in any enrichment club run at the school is not prevented by social or economic disadvantage. We signpost gifted and talented pupils to clubs run by outside agencies in areas which we cannot provide ourselves at school.

All staff and governors will agree any changes to this policy.

Checklist for identification of a gifted or talented child

Name _____ Date of Birth _____ Class _____

Date of assessment _____

Date of discussion with parent _____

This child has:

1. Has outstanding powers of reasoning
2. Can apply abstract reasoning to specific situations
3. Can generalise for specific facts
4. Is good at establishing relationships between different facts or sets of facts
5. Is eager to learn
6. Finds it easy to learn
7. Has a wide range of interests inside and outside the classroom
8. Can concentrate and persevere to a greater extent than other children of the same age group
9. Can work alone effectively
10. Can read from an early age and reads quickly and widely
11. Has good powers of observation
12. Is a 'self-starter', keen to press ahead with work
13. Is original, both in expressing ideas and receptiveness to new facts and situations
14. Can assimilate and retain ideas and facts readily
15. Can solve mathematical problems
16. Is imaginative
17. Can follow directions with ease
18. Bubbles over with fresh ideas
19. Can see many different kinds of responses to a problem
20. Can adapt and use the ideas of others
21. Can draw conclusions from facts presented

Other comments:

Class teacher: _____

Name	Identified through... (eg assessment levels, checklists)	Gifted in English, maths and science (top ...% in class?)	Talented in (area/s of curriculum)	Extra provision through

Additional notes: