

MILTON C E PRIMARY SCHOOL

POLICY FOR CHILDREN WITH HIGH LEARNING POTENTIAL (FORMERLY KNOWN AS GIFTED AND TALENTED)

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Milton CE Primary School

Policy for More Able Pupils, and Children with High Learning Potential

At this school we believe that all children have equal rights to the opportunities offered by education.

This includes the right

- To access high-quality educational experience.
- To participate in a broad and balanced curriculum which challenges, motivates and rewards them; fostering a lifelong love of learning.
- To play a part in our school and be themselves.
- To be supported to develop our skills of listening, caring and teamwork.

Aims

- To identify able children and children with a high learning potential early in their school career or promptly when such abilities begin to show at any age.
- To identify how best their needs can be met consulting with Learning support and other agencies if appropriate.
- To identify such children in our medium and short term plans and take steps to ensure that planned activities meet their needs.
- To monitor the progress of such children.
- To keep parents informed and involved.
- To ensure that the social needs of such pupils are met.
- To celebrate the achievement of every child and to enable them to feel positive about their achievements.

Statement of Intent

In order to support more able pupils and pupils with higher learning potential we will:

- Seek the participation of all students in learning which leads to the highest possible level of achievement and personal fulfilment.
- Develop inclusive practice which will benefit all pupils.
- Have high expectations that are supportive of academic success.
- Ensure effective inclusive practice which will lead to school improvement.

Definitions

The terminology our school will use to define our higher achieving pupils will be

- *More able*
- *Children with high learning potential*

We will identify our more able pupils and children with high learning potential in each year group. These are pupils who achieve, or who have the ability to achieve at a level in advance of their age related expectations.

We will identify pupils with academic ability currently above their peers (defined as ability in one or more subjects in the statutory curriculum other than art, music and PE), and pupils with

exceptional talent (defined as those with an ability in art, music, PE, or in any sport or creative art) and 'all-rounders.'

We will strive to identify those children who exhibit the characteristics of being a child of high learning potential, but do not regularly demonstrate high achievement and we will seek to identify barriers to that achievement and help the pupil overcome them.

Identification

Our identification strategy will make use of hard data and also draw on a wider range of qualitative evidence e.g.

- Information from pre-school and nursery.
- The Foundation Stage Profile which identifies children achieving above expected levels in their Foundation 2.
- Teacher observations and on-going assessments, especially during early years in school
- Key stage 1 SATs.
- The school programme of annual assessment, including non-statutory SATs in Years 3,4, and 5, will identify able children throughout Key Stage 2.
- Curriculum opportunities will provide opportunities for more able pupils and children with high learning potential to demonstrate their potential.
- Checklists of characteristics (See Appendix 1).
- Leaders in sports clubs or other extra-curricular activities may identify talented children.
- Parental nomination.

Pupils who are functioning at a level two years above the national average in mathematics, literacy or both, will be identified through our annual tracking procedures and these children will be included on an annual register of more able children. If a pupil maintains this high level of progress for more than a year further evidence will be considered (from the list above) and a decision will be taken about the inclusion of the child on the register for pupils with high learning potential to enable their progress to be specifically tracked.

Pupils may be identified at any time. We expect class teachers, the Co-ordinator for Pupils with High Learning Potential and the SMT to be involved in discussing individual pupils.

Once identified, pupils will remain on the register for one year. After one year their suitability for placement will be reassessed, following the annual assessment process in the late Summer term. Where new pupils enter the school having been listed on their previous schools register, their assessment data will be examined for suitability. Likewise, it should not be assumed that pupils changing to new schools or transferring to secondary school from Milton will automatically transfer to the register of pupils with high learning potential.

It is important to remember that children develop and learn in different ways and at different rates. It is not unusual for a child to have a period of consolidation after a period of rapid progress and, should this happen, their progress will be monitored closely by the class teacher through the ongoing assessment process.

Organisation

The co-ordinator will fulfil the following role:

- Exemplify good practice in meeting the learning needs of the more able pupils or those with high learning potential.
- Set up and maintain a register in the school of those pupils identified as being more able pupils or with high learning potential.
- Liaise with class teachers and subject co-ordinators to support provision for those pupils.
- Research suitable resources and generally support staff in providing for those pupils.
- Develop a resource base as funds allow.
- Keep themselves up to date with developments in this field.
- Deliver or manage CPD for all school staff in this area of practice.
- In consultation with the SMT recommend the deployment of learning support assistants, outside experts, specialists, mentors and other members of the community as appropriate.
- Ensure all teachers, as part of their ongoing assessment processes, keep appropriate records of more able pupils and those with high learning potential and that these are transferred to the next year group as appropriate.

Provision

This will depend on the individual learning needs of the pupil and be in accordance with our teaching and learning policy.

We will consider a range of strategies:

Teaching and Learning Strategies

- Differentiated planning to include a minimum of support, core and extension
- More challenging questioning by the teacher
- Opportunities for children to work in a variety of grouping situations e.g. whole class, group, pair and individual
- Higher teacher expectations in regard to quality or quantity of work
- More challenging homework
- Opportunities to work with outside agencies where required
- Support for those who take part in sporting activities outside the classroom (e.g. play for County teams) enabling them to enrich the curriculum for their peers
- Provide for a range of different learning styles
- Provide opportunities to develop thinking skills, problem solving, higher order skills and communication skills
- Opportunities to celebrate achievements from both school and outside school activities e.g. celebration activities

ICT

ICT provides a useful tool in offering ways in which the learning of more able children might be extended. The school has a range of software, which can be used, as well as access to the

Cambridgeshire Intranet and the Internet where research skills can be developed. Care should be taken, however, to ensure that children do not spend so much time on the computer that their social skills are not developed as well.

Partnership with parents

The involvement of parents and students in a partnership to support learning is crucial in determining educational outcomes. 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.

To this end we will;

- Discuss with parents their child's inclusion on the school's register for more able pupils and those with high learning potential
- Liaise with parents at parent consultations
- Report on progress annually
- Communicate external opportunities for extension activities relevant to more able pupils and those with higher learning potential both locally and nationally
- Discuss pupil participation in relevant activities outside of school, which may involve absence from school.

We ask that parents share out of school achievements with the school.

Assessment, Recording and Reporting

Assessment of more able pupils and those with high learning potential will take place in the context of the school's Assessment Policy. This ensures that the progress of all children is monitored through formative and summative assessment. Significant assessment detail is kept on record and is passed on to the next teacher or school; in addition, the Co-ordinator for Pupils with High Learning Potential tracks the progress of individual children with high learning potential. If a teacher feels that specialised assessment is necessary, advice will be sought from Learning Support or from appropriate specialists (e.g. County Music advisor).

Parents will be notified either verbally or in writing if their child is showing signs of having a specific talent or ability for which the school feels it necessary to make special arrangements. They will also be informed of the results of end of Key Stage SATs and non-statutory SATs, and will be given feedback on the Foundation Stage Profile.

All other assessment detail will be passed on at parent consultation meetings (termly) or in the annual written report. Teachers will share with parents their professional judgement about how the needs of the more able and talented are best met; if there is any concern over this, parents are welcome to discuss the matter with the head teacher.

Inclusion

All children have equal access to being identified as more able, or having high learning potential irrespective of race, gender or ability.

Teachers have regard for the three principles for inclusion laid down by the National Curriculum.

1) Setting suitable learning challenges

Teachers aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible.

2) Responding to pupils' diverse needs

Teachers set high expectations for all pupils and take specific action to respond to their diverse needs, such as target setting, creating an effective learning environment, and using a range of styles in order to secure motivation and concentration.

3) Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The needs of children with SEN disabilities or EAL are identified and appropriate activities are planned, with additional support provided where necessary.

Monitoring and Evaluation

Provision for more able pupils, and children with high learning potential, will be a regular part of the school's monitoring of learning and teaching.

The Co-ordinator monitors by:

- Reviewing year groups' termly topic plans

Core subject leaders monitor by:

- Reviewing teachers' termly plans
- Carrying out interviews with staff and pupils
- Observing lessons
- Scrutinizing work
- Analysing SATs paper and work

The Headteacher monitors by:

- Reviewing termly plans
- Observing lessons
- Liaising with Subject Leaders and the Co-ordinator

The Governor monitors by:

- Visiting the school
- Liaising with the Co-ordinator and the Headteacher.

Professional Development

The Co-ordinator and teaching staff attend courses according to the prioritised needs of the School Improvement Plan, or in response to Government initiatives.

Characteristics of Children with High Learning Potential

Research by Dr Linda Silverman in the 1970s has enabled the following list of characteristics to be drawn up by Potential Plus UK (formerly the National Association for Gifted Children - a charitable organisation founded in 1967 to support children and young people with high learning potential) to help schools and parents to identify children with high learning potential. The term 'high learning potential' is preferred to 'gifted and talented' which is arguably difficult to quantify and suggests high intelligence which would require measuring through formal testing of a child's IQ. Additionally, Potential Plus UK has observed that in the UK, there is a definite social stigma attached to the word 'gifted' and that parents, teachers and children themselves feel that the word is limiting, exclusive and at times unnecessary to bestow upon a child who has as yet to fulfil their true potential (November 2012).

Children with high learning potential often have the following characteristics:

- Are able to learn quickly
- Have a rich vocabulary
- Have an excellent memory
- Have a long attention span
- Are early or avid readers
- Persevere when interested
- Have a wide range of interests
- Are good at puzzles
- Reason well (good thinkers)
- Show ability with numbers
- Show compassion
- Are perfectionists
- Are intense
- Are morally sensitive
- Have a vivid imagination
- Have strong curiosity
- Are emotionally sensitive (feelings hurt easily)
- Have a high level of energy
- Prefer older companions/adults
- Have a quirky or grown-up sense of humour
- Are concerned with justice and fairness
- Tend to question authority
- Have judgement mature for age at times
- Are highly creative
- Are keen observers

References:

Potential Plus UK. (2012). High Learning Potential Advice Sheet. Retrieved 3 September 2013, from http://www.potentialplusuk.org/file_upload/factsheets/PA101.pdf

Silverman, L. K. (1978). Characteristics of giftedness. Colorado Association for the Gifted and Talented Newsletter, 5(2), 8.