

Sundridge & Brasted CEP School

High Attaining and Talented Policy



Date Issued: April 2023
Review Date: April 2025

High Attaining and Talented Policy

AIMS:

All children have the right to a broad, balanced and relevant education which provides challenge and an appropriate education and takes individual differences into account. At Sundridge & Brasted CE Primary School we are committed to providing an environment, which encourages all pupils to maximise their potential or personal achievements and this clearly includes pupils who display some excellent form of gift or talent.

We also aim to maintain an ethos where it is ok to be bright; encourage all pupils to be independent learners; recognise achievement, be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievement; provide a wide range of extra- curricular activities and clubs; always provide work at an appropriate level and provide opportunities for all pupils to work with similar peers.

DEFINITIONS:

At Sundridge & Brasted we define children with exceptional ability in the following ways:

Very able: refers to children who are performing in the top 5-10% for their age group within the school community, not to children as a whole.

Gifted children: refers to children who show a particular aptitude for one subject, e.g swimming, playing an instrument, mathematics, art.

Exceptionally able: refers to a very small minority of children who are able to operate at a level several years beyond that expected for their age group.

Gifted and talented children are identified under eight broad areas of ability, based on the work of Howard Gardener: See appendix A.

IDENTIFICATION:

We use a range of strategies to identify more able and very able children. We aim to include staff, pupils, parents and carers and information may include:

- Information from parents and carers
- Information from previous teacher/ school or pre-school
- Discussion with pupils/self nomination
- Peer nomination
- Identification by staff using professional judgments, class work and test and assessment results
- Use of checklists
- Information from outside agencies.

Children are usually identified by their class teacher using the above information (class identification sheet – see appendix B) and will then be added to the school gifted and talented 'register'. The area of ability will be recorded. The class teacher will inform the parents of any children new to the register and will explain the proposed provision, as detailed below.

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There is a particular need to identify Gifted and Talented children who are underachieving. Typical characteristics of such children are low self-esteem, academic avoidance behaviour, poor study skills, poor peer acceptance and lack of concentration.

Appendix C lists some characteristics which may aid teachers in making professional judgements.

PROVISION:

Opportunities for extension and enrichment are built into our planning and both are needed if children's abilities are to be monitored effectively.

Classroom differentiation:

- Teachers have high expectations
- Tasks are designed to take account of levels of existing knowledge, skills and understanding
- Planned extension opportunities or open-ended tasks, not more of same but instead of
- Questioning used effectively
- There may be access to higher tier assessment papers
- Small group work
- Grouping by ability – when appropriate
- Opportunities for pupils to work on higher order skills
- Differentiated homework
- Teaching styles varied to support all types of learning
- Use of AFL to increase pupil participation in planning and evaluation
- The development of independent learning by allowing pupils to organize their own work, to carry out tasks unaided, evaluate their work and become self critical

School based:

School clubs

- Enrichment/ performance opportunities i.e. maths challenge
- Partnerships with secondary schools i.e. master classes.

Out of school:

- Cluster based events and opportunities
- National schemes/ competitions/ festival.

STAFF DEVELOPMENT:

We aim to raise awareness of the more able child providing inset training and by encouraging and releasing teachers to attend courses.

PERSONAL AND SOCIAL CONCERNS:

The school's role is to develop the whole child, body, mind and spirit which include self concepts, self-esteem, value and moral thinking, social adjustments, altruism and motivation.

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The school believes in looking at the positive attributes of each child and informing each child of their capabilities.

RESPONSIBILITIES:

The coordinator (SENCO) for Gifted and Talented pupils will be responsible for:

- Ensuring this policy is implemented
- Coordinating the monitoring of progress
- Ensuring that the professional development programme includes relevant aspects of gifted and talented provision.

Class teachers are responsible for identifying gifted and talented children and providing opportunities for extending their learning and providing appropriate challenges.







MONITORING:

The staff will review this policy and its effectiveness regularly. Teachers are responsible for maintaining records of children's progress and these should include examples/notes of the types of extension tasks being set. These will be monitored by the Gifted and Talented Coordinator.

APPENDIX B

GIFTED AND TALENTED IDENTIFICATION - EIGHT AREAS OF INTELLIGENCE - Based on the work of Howard Gardener

T – teacher S – self O – outside Agency	F – friends P – parent	C – checklist A - assessment
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Area of intelligence	
<p>Linguistic or verbal Using language in all its forms. This involves problem solving using language and the grasping of ideas as well as reading, writing conversation and the ability to acquire new languages with ease. <i>Winston Churchill, T.S.Elliott</i></p>	
<p>Spatial – motor The ability to manipulate objects within space. It typically involves the use of spatial imagination where by one can imagine what something might look like before changes take place. The skill is clearly seen in art and design activities and the formation of handwriting. It also involves the kind of problem where the arrangement and design of objects is most important and language only plays a small part. <i>Picasso, Rembrandt, Christopher Wren</i></p>	
<p>Logical – Mathematical (numerical) The ability to manipulate numbers and the quantities they represent. It involved understanding of how operations such as addition and subtraction change quantities in a consistent fashion. At higher levels it is seen as logical reasoning with abstract entities. <i>Einstein, Isaac Newton</i></p>	
<p>Musical All aspects of musical skill. It includes compositional as well as instrumental, with the voice being perhaps the most important instrument. <i>Mozart, Menhuin, McCartney</i></p>	
<p>Bodily-Kinesthetic Skills in using the whole body in a co-ordinated and highly effective fashion. This is usually most apparent in sports but can also be in dance and drama. <i>Margot Fontyn</i></p>	
<p>Interpersonal (Social) Skills in relating to other people. This includes anticipation of other people's needs, registering what they say, sensing their feelings and responding suitably. A child's insight and use of discretion should not be overlooked. <i>Gandhi</i></p>	

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Intrapersonal (Self Knowledge)

The ability to understand ones own feelings and how they relate to what we do and how we think. Knowing yourself plays an important part in the development of personal organization.

Plato, Freud



Naturalist

The ability to be at home with plants and animals in a natural environment. The ability to describe features of a natural environment and to classify species. This is often accompanied by strong feelings about conservation / pollution etc

David Attenborough, Gerald Durrell



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APPENDIX C

GIFTED AND TALENTED CHARACTERISTICS

Characteristics to look for:

Gifted and talented pupils are a diverse group and their range of attainment will be varied. However, they are more likely than most pupils to:

- Think quickly and accurately
- Generate creative working solutions
- Work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations
- Communicate their thoughts and ideas well
- Be determined, diligent and interested in uncovering patterns
- Achieve or show potential in a wide range of contexts
- Be particularly creative
- Show great sensitivity and empathy
- Demonstrate particular physical dexterity of skill
- Make sound judgments
- Be outstanding leaders or team members
- Be fascinated by, or passionate about, a particular subject or aspect of the curriculum
- Demonstrate high levels of attainment across a range of subjects or within a particular subject or aspects of work.