



HENLEY-IN-ARDEN SCHOOL

Achieving Excellence Together

Name of Policy	Gifted and Talented Policy	
Lead	Mrs B Cunliffe, Aim Higher Progress Leader	
Governor Committee	Chair of Governors	
Policy Status	Updated	March 2018
	Governor Approved	Yes
	Date Governor Approved	June 2018
Review Frequency	3 Years	
Next Review	June 2021	

More Able, Gifted and Talented Policy

Introduction.

At Henley in Arden School we believe that all children are entitled to an education that will enable them to develop their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social.

All pupils have individual needs which puts personalised learning at the heart of our teaching and learning. Pupils who are exceptionally academically able and those who possess exceptional ability and potential in specific areas of the curriculum have needs that this policy sets out to address. Henley in Arden School is committed to providing a sufficiently challenging curriculum for all its students. In addition, we will provide opportunities to identify and in turn nurture those who are more able.

Statement of Intention

At Henley in Arden School we endeavour to:

- Develop each child's full potential, whether academic, artistic, physical, social, emotional or spiritual
- Recognise, develop and celebrate those pupils who are more able, gifted and/or talented.
- Acknowledge pupils' particular talents and actively encourage achievement.

In the light of these aims it is clear that we are committed to providing an environment which encourages all pupils to maximise their potential and this includes more able, gifted and talented, regardless of their background, race, religion, gender or ethnicity.

We understand and acknowledge that some pupils will be working at a higher cognitive level than others and therefore recognise that provisions need to be in place to match the pupil needs.

Some pupils will have specific skills and talents and we recognise the need to provide opportunities for these to develop.

Our ethos respects and celebrates the diversity of our community and aim to ensure everyone is given the opportunity to develop skills & abilities irrespective of race, religion, gender or special educational needs.

Definitions

Our policy for more able, gifted and talented is directed towards those pupils capable of excelling in one or more areas, which place them in the highest achieving 5% -10% of our school population.

More Able

- Pupils who are performing above the classroom average in one or more curriculum area (this may vary from year group to year group)

Gifted

- General intellectual abilities
- Specific aptitude in one or more subjects
- Creative or productive thinking
- Leadership qualities

Talented

- Ability in creative or performing arts
- Physical ability

Identification

Early identification of more able, gifted and talented pupils is important to ensure that every pupil is provided with every opportunity to be supported throughout their school years. Behaviours of more able, gifted and talented children can vary hugely, however some indicators may be:

- learning easily
- be unique, imaginative and creative
- be persistent, resourceful, self-directed
- be inquisitive, sceptical
- be informed in unusual areas often beyond their years
- be artistic and/or musical
- use outstanding vocabulary, be verbally fluent – remembering that this can relate to their home language
- be an independent worker, showing or taking the initiative
- display logical thinking skills
- show unusual insights

- show a high level of sensitivity, empathy
- have a 'quirky' sense of humour and of the ironic
- exhibit high motivation and self-expression
- show speed and agility of thought and preference for verbal rather than written expressions
- display leadership qualities and/or be socially adept
- make connections quickly between facts and concepts
- demonstrate negative behaviour
- be tactless, hypercritical and impatient
- demand impossible amounts of attention
- can become easily frustrated
- be intolerant of pupils less able than themselves
- ask proactive questions
- be good orally; unwilling to put any on paper
- be reluctant to practise skills they have already mastered

While the behaviours vary greatly, it is important that we as teachers are aware of these behaviours and become alerted to question why they may occur in our class.

Identification of the more able, gifted and talented pupil:

1. Teacher Nomination

Teachers are best placed to identify the more able as they have a range of skills, which enable them to do this. Judgements will be based on collection and analysis of information from a range of professionals who have contact with the child throughout their education, as well as parents/carers.

2. Record Keeping and Assessment

Every teacher has a professional duty to collect on-going assessments and records of achievements, which should form the basis of evidence to identify gifted and talented pupils.

3. Subject specific assessment

This can be useful when assessing pupils with specific learning difficulties as it provides opportunities for all pupils to demonstrate ability in specific subject areas.

4. Verbal and non-verbal assessments

These are useful in the recognition of more able, gifted and talented pupils; including those within our special needs provision.

5. Peer Nomination

Peers are usually very quick to recognise ability in others and so it is part of our policy to listen to their views when they are offered.

6. Awareness

Although not a formal method of identification, awareness is a useful one. The more we consider ability and look for outstanding ability in a variety of areas, the more pupils can be identified.

A more able, gifted and talented register exists and is regularly updated to recognise those who are more able gifted or talented.

Educational Provision

Whole school level

Opportunities for extension and enrichment are built into all aspects of our school provision through encouraging:

- All pupils to become independent learners.
- The use of I.C.T; an invaluable resource for study and research.
- Be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievement.
- Use a variety of whole school strategies including:
- Enrichment days – working with visiting artists/poets/ writers / musicians etc.
- Giving pupils opportunities to serve on various working parties (school council etc.)
- Providing opportunities for extra curriculum learning (a wide range of clubs, which vary from term to term)
- Recognising achievement (teacher praise, praise board, assemblies, Head teacher meetings etc.)
- Occasional Participation in projects linked to other local schools.
- Occasional opportunities for subject based identified pupils to work together across year groups.
- Identification of 'out of class' and 'out of school' opportunities for gifted/talented pupils and to make the pupil aware of these opportunities.

Classroom Level

The classroom should offer a carefully structured positive atmosphere in which the contributions of all pupils are recognised, differences acknowledged and where enthusiasm for learning is fostered.

Teachers should seek to provide tasks and interactive displays, which promote problem-solving skills associated with clear thinking & the spirit of investigation should be encouraged.

Teachers should also ensure they use both open-ended questions as well as closed questions to meet the needs of all the children. (Bloom's Taxonomy of challenge through questions)

Teachers should be aware of different learning styles and incorporate them into their planning where possible.

The following Strategies are employed where appropriate

- Varied and flexible groupings, sometimes allowing able pupils to work together sometimes allowing them to take specific roles in mixed ability groups.
- Using the gifted and talented section of teacher planning sheet to note specific challenges and use of higher level thinking skills.
- Differentiation by task and outcome (including differentiated homework)
- Setting individual targets
- Provision of challenging activities across the whole curriculum
- Provision of problem-solving and using and applying tasks across the curriculum.
- Offering opportunities for philosophical based thinking
- Encouraging all children to become independent learners by;
 - organising their own work such as editing skills
 - carrying out unaided tasks which stretch their capabilities
 - making choices about their work
 - developing the ability to evaluate their own work and so become self-critical
 - develop their interests out of school
 - Creating their own success criteria

Monitoring and Assessment

Analysis of data relating to more able, gifted and talented pupils, interventions arising from this analysis and monitoring of out of class provision and specific events will be carried out by the Progress Leader: Aim Higher.

Pupils

The pupils named on the Gifted and Talented list will vary and change annually. For this reason, pupils are not routinely informed of their inclusion.

We recognise that some identified pupils might have physical, medical and learning needs e.g. A.S.D/ dyslexia and might need extra support.

Parents/Carers involvement

Parents/Carers can help the school by providing relevant information; they see their child in a different context from the classroom.

Henley in Arden School will seek to involve parents/carers where possible so that their knowledge of the child can inform the school's provision and the school can offer information and advice.

Role of the Progress Leader: Aim Higher

- The Progress Leader: Aim Higher will have the specific responsibility for co-ordinating activities associated with gifted and talented pupils and those identified as Higher Attaining pupils by virtue of the KS2 results.
- The progress leader will keep an up-dated register of gifted and talented pupils.
- The progress leader will inform staff of relevant courses and information.
- The progress leader will work with the Head Teacher in the effective deployment of human and material resources in supporting gifted and talented pupils.
- The progress leader will analyse data to ensure those pupils on the register are making satisfactory progress
- The progress leader will coordinate and provide advice to teaching and staff concerning how best to ensure that gifted and talented pupils reach their aspirational target grades.

Role of the staff

- All staff have a responsibility to help identify pupils who are gifted and talented in their class and to build into their lesson plans coherent provision for them.
- All staff need to ensure that when pupils transfer between year groups, all information and record keeping is transferred.