



# Yarrells School & Nursery

## GIFTED, ABLE AND TALENTED PUPILS POLICY

Policy Lead (Position (and Initials)): **SENDCo (CC)**

Date of Last Review: **January 2021**

Date of Next Review: **July 2022**

### **Policy rationale and aims**

We believe in providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. We aim to provide a secure environment where staff, pupils and parents have high expectations, and in which all pupils, including those identified as very able and gifted, will achieve as well as they can, both intellectually and socially.

The purpose of this policy is to help ensure that we recognise and support the needs of those children in our school who have been identified as 'gifted' and/or 'talented' according to national guidelines.

In the national guidelines the terms are distinguished as follows:

- 'gifted' refers to a child who has a broad range of achievement at a level well above average, typically in the more academic subjects;
- 'talented' refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.

The target group for the DfES gifted and talented children programme are the most able 10%-15% of pupils (in national terms). The educational requirements of these children can be different from the main body of the school's population to ensure they reach their innate potential, e.g. they need more conceptually challenging material or opportunities to develop specific talents or skills. The children that are working above and beyond the high expectations set at Yarrells will be considered for the register.

While we recognise and cater for these particular categories of children in our school, at the same time we respect the right of *all* children, irrespective of differences in ability, to access various areas of learning, both for their self-fulfilment, and for their eventual development into active and responsible adults. In our mission statement we declare accordingly that we value the individuality of all our children.

Each year we will review the attainment and progress of our gifted, able and talented to identify specific objectives for the following year. This will help to ensure that our provision is continually improving.

Our aims are to:

- ✓ ensure that we recognise and support the needs of all our children;
- ✓ enable children to develop to their full potential;
- ✓ offer children opportunities to generate their own learning;
- ✓ ensure that we challenge and extend the children through the work that we set them;
- ✓ encourage children to think and work independently.

## **Identification of gifted and talented children**

We use a range of strategies to identify gifted and talented children. The identification process is ongoing, and begins when the child joins our school.

Early identification is very important as it can help to minimize the difficulties that can be encountered e.g. social isolation (see appendix 1 italics). It can maximise the likely positive response of the child.

The process begins within our Nursery. Profiles help provide a clear record of an individual child's development and progress. Some skills may show themselves to be obvious strengths. These strengths will then be encouraged and built upon.

In Reception, teachers continually observe, assess and keep detailed records.

The school uses a wide range of methods to identify able, gifted and talented pupils and their needs. The most important of these is the provision of opportunities to excel, with careful teacher observation and assessment. This allows the school to identify children who have a high level of ability in any of a wide range of skills, and not just the most obvious skills of numeracy and literacy.

Please see appendix 2 for a generic checklist to help identify gifted, able and talented pupils.

Pupils who are referred, assessed and identified as able, gifted and talented will be placed on the Gifted and Talented register on ISAMs and a 'Wave of Provision Map' will be completed for them.

## **Gifted and Talented List**

It is the responsibility of the head of subjects with input from class teachers, and the SEND, to collate information from all sources, (e.g. class assessments) referring or identifying a pupil as gifted, able or talented. The list is regularly updated and displayed in the staffroom by the SEND Lead Teacher. Parents will be made aware of their child's particular strengths and the school will also provide them with information about enrichment courses and activities available to their children as they are available.

## **Provision**

For all pupils, a well-structured school curriculum that incorporates differentiation gives them an environment in which they can flourish. However, it is vital to remember that gifted and talented children may be academically several years ahead of their peers but are still likely to be emotionally and socially at their chronological age. It is therefore important that the teacher has regular meetings with the pupil, to oversee the academic, social and personal development of the pupil.

To ensure that pupils who have been designated as gifted or talented are appropriately challenged, teachers frequently modify the nature/scale/extent of the tasks with which they are presented.

Teachers will:

- establish a culture in which all pupils are encouraged to be as successful as they can, and in which all pupils are valued for what they have achieved;
- plan carefully to ensure that teachers' high expectations lead to high levels of challenge for all pupils;
- ask questions and setting tasks which develop pupils' abilities to think creatively and to solve real problems;

- have extension activities prepared which require the pupil to use their knowledge to solve more complex problems;
- have enrichment activities prepared which require the pupils to use their existing knowledge in a different or more challenging context (with the possibility of failure introduced as a learning opportunity);
- encourage or require pupils to read, write and talk about their work, and to engage in discussions and/or to work with similarly 'gifted' pupils;
- offer opportunities for child initiated learning;
- offer opportunities for sustained independent learning;
- work with a variety of other children, including in similar-ability and mixed-ability groupings;
- Enhance the differentiation within a lesson by
  - i. offering a different starting point to the rest of the class
  - ii. requiring the gifted pupils to follow more detailed or demanding instructions
  - iii. giving gifted pupils more independence to work on more open ended, abstract or creative activities
  - iv. making use of different learning styles, which can benefit pupils by helping to accelerate their learning.

Extension and enrichment activities are crucial as gifted, able and talented pupils tend to finish core set tasks quickly and need less time to consolidate their knowledge. Further strategies are included in appendix 2

The school has a stimulating programme of regularly changing, enrichment activities that the children choose to participate in. Each Friday afternoon, children in Years 4-8 have a special weekly enrichment hour included in the timetable known as 'Friday Club'. Children benefit from a range of options as well as the chance to mix with children from different year groups in their chosen activity. These sessions offered provide an excellent opportunity for pupils to access enriching opportunities.

Alongside this, extra-curricular activities are offered to cover a wide range of skills. This programme allows us to support gifted and talented pupil in many ways, e.g.

1. Enrichment activities allow us to extend the Curriculum beyond that offered in normal classroom sessions:
2. Pupils of different ages and abilities are able to interact.
3. Participating in an enjoyable, chosen activity that enhances pupil/staff relationships in the classroom.

We offer a wide range of extra-curricular activities for our children. These activities offer higher achievers the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs, and an after-school mathematics club. All pupils are encouraged to extend their skills and abilities by joining in with these activities in school and in the community.

Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children. Homework is set to match their ability and the amount of homework and its frequency is regulated by the school's homework policy. However, in the case of the gifted and talented pupils some staff may wish to set additional homework, but where this is the case the member of staff has to remain sensitive to the pupil's social development and so limit the amount of extra homework given.

The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

### **Personal development and pastoral support**

All pupils are encouraged to develop as fully as they can. This means socially and emotionally, as well as physically and intellectually; none of these aspects is more important than the other. Very able and gifted children, whatever their strengths, will have opportunities to develop their skills in all these areas, and teachers will assess progress in each of these areas and plan to develop “rounded” individuals as far as possible. Key aspects of emotional and social development arise from the interactions in the child’s own classroom, and teachers should ensure that very able and gifted children are fully involved in all relevant activities, and not excluded by virtue of their strengths. Opportunities to discuss how each child is feeling about their work should be provided regularly. Any concerns arising should be discussed with senior management.

Parents are a key partner in the development of the child, and will be kept informed of the provision made for their child, both academically and socially.

### **School Transfers**

As part of Yarrells’ transfer process, the Director of Studies or SEND Leader will liaise with the child’s previous school to identify pupils identified as very able and gifted, to obtain the details of abilities shown and request examples of the work and opportunities that have been provided over the past school year. The coordinator for very able and gifted pupils will be provided with a copy of this information in order to monitor the induction of the pupils and their progress.

All relevant information about the very able and gifted while at this school will be provided to the school to which the child is transferring. This will include details of specific high abilities, evidence of the ability (where possible) and information about the forms of provision that have been successful at Yarrells.

### **Roles and Responsibilities**

#### ***The role of the Headteacher and senior management team***

- ✓ To appoint a gifted, talented and able pupil leader, which is Mrs Clare Cunningham.
- ✓ To ensure that staff development and deployment show an awareness of gifted and talented pupils.
- ✓ Approve a school policy on gifted, talented and able pupils.
- ✓ Lead and motivate the school’s staff and initiate whole school activities related to gifted and talented pupils.

#### ***The role of the gifted, talented and able pupil co-ordinator***

- ✓ To monitor, evaluate, review and lead the implementation of this policy.
- ✓ To continue professional development in the field of gifted and talented pupils by attending suitable courses.
- ✓ To maintain an up to date list of Gifted and Talented pupils and to use it in accordance with this policy.
- ✓ To monitor the progress of all the pupils named on the register.
- ✓ To organise extension and enrichment activities for the gifted and talented pupils – linking to local, regional and national events.
- ✓ To coordinate the ‘Friday Club’ enrichment programme.

#### ***The role of the class teacher***

- ✓ To assist in the identification and referral to the co-ordinator of children who are gifted and talented and who need support.
- ✓ To assess personal development needs in relation to their professional development.
- ✓ To participate in making teaching more effective in terms of subject content and mode of delivery and thereby enhance pupil's learning.
- ✓ To facilitate learning using a variety of meaningful activities which involve pupils in the learning process.
- ✓ To help pupils make sense, and interpret information and events in order to process the experience, and create knowledge.
- ✓ To set clear goals and communicate them to all pupils at the beginning of the lesson.
- ✓ To develop activities which allow for reflection, application and future use of learning.
- ✓ To provide the necessary structures which facilitate learning.
- ✓ To ensure that gifted and talented children have access to the curriculum by providing a situation in which each pupil's exposure to content and skills matches his/her rate of learning and alternative differentiated materials and learning strategies are employed.

### ***The role of the parents***

The role of the parents or cares of gifted and talented children is the same as that for all children, which is to play an active and positive role in their child's education, by:

- ✓ attending parent conferences;
- ✓ actively supporting their child with their homework;
- ✓ playing an active role in the development of their child's desire to learn.

### **Monitoring and Review**

The initial responsibility for monitoring the progress of very able and gifted children falls to the individual class and subject teachers. However, it is also the responsibility of the Gifted and Talented Co-ordinator to track the progress of all the pupils named on the list.

This policy will be reviewed every two years, or earlier if necessary.

## Appendix 1

### Is the child truly gifted or talented?

The following list of characteristics of gifted and talented can prove helpful in the decision whether to register a child or not:

<b>Bright child</b>	<b>Gifted and Talented Child</b>
Is interested	Is highly curious
Usually has good ideas	Always has good ideas and sometimes lateral ideas which may appear at first to be silly
Knows most of the answers	Knows most of the answers and starts to ask questions
Answers questions appropriately	Answers questions but then tends to elaborate
Needs several repetitions for mastery of a skill	Needs only one or two repetitions for mastery
Understands ideas	Constructs abstractions
Study skills are normal	<i>Study skills may be characteristic of pupils much older or even poor</i>
Accepts normal academic regimes	<i>May avoid academic regimes</i>
Enjoys peer company	<i>Social isolation, often preferring the company of adults. Have a belief that they are misunderstood and different to their peers. Living in their own "private" world</i>
Grasps meanings	Draws inferences
Copies accurately	Creates original work and designs
Technician/operator/follower	Creator/inventor/leader
Concentration normal to good	Concentration outstanding or problematic
Absorbs information	Manipulates information
Good at memorising	Good at memorising and making informed guesses
Makes observations when shown how	Is keenly observant
Pleased with own work	Highly self critical and sets exceedingly high standards. <i>May exhibit a high degrees of frustration and self-blame associated with low confidence and self-esteem</i>
Enjoys straight forward sequential problems	Thrives on complexity

## Appendix 2

### Identification Strategies

The school currently uses the following strategies:

- teacher observation and assessment of pupils' work
- school checklist
- national curriculum attainment and progress tests
- Richmond – cognitive ability tests from years 5 – 8
- involvement and achievement in and out of school clubs and activities
- nomination by the child's parent(s)
- external agency nomination e.g. educational psychologist

The common elements of the school checklist are listed below but should be used tentatively. The gifted and talented may fulfil any number or combination of the criteria and yet not perform well at school.

- ✓ asks lots of questions and learns more quickly and easily than others
- ✓ has a very fast and retentive memory and good powers of recall
- ✓ shows keen powers of observation and reasoning, of seeing relationships and of generalising from a few given facts
- ✓ is an imaginative or creative thinker
- ✓ is a very good independent worker
- ✓ is extremely curious and can concentrate for long periods on subjects of interest
- ✓ is good at seeing, doing, drawing, building or designing though poor at talking, listening and writing, i.e. they are gifted with 'visual-spatial' skills and may show outstanding mechanical and artistic ingenuity. N.B. good hand-eye co-ordination is indicative of this range of skills
- ✓ enjoys problem-solving, often missing out the intermediated stages in an argument and making original connections
- ✓ is well ahead in mathematics, particularly in problem solving
- ✓ has an unusual imagination which can come out in the way they respond to questions
- ✓ has an astonishing strength of will and purpose!
- ✓ has a wide range of interests and very good general knowledge and vocabulary – often beyond that expected for their age
- ✓ shows strong feelings and opinions
- ✓ may have a good yet penetrating or odd sense of humour
- ✓ sets high standards and is a perfectionist and obsessive about accuracy
- ✓ purses hobbies (which are often associated with older children or adults) with great enthusiasm which sometimes verges on being an obsession
- ✓ often prefers games which are often associated with older children or adults
- ✓ often wants to spend time with older children as well as with adults
- ✓ is morally, socially and ethically gifted, with a well-developed sense of the implications of actions or situations. This can manifest itself as a high level of sensitivity and empathy towards others
- ✓ can appear very arrogant and yet be sensitive to perceived 'put downs'
- ✓ can appear to be an extrovert or an introvert within a peer group
- ✓ can show leadership qualities

### **If adequate provision is not made for them, gifted and talented pupils may tend to:**

- ✓ become bored because not enough is demanded of them
- ✓ appear lazy, lethargic, inattentive, daydream, switch off or appear to have a short attention span
- ✓ need less sleep than most others of their age
- ✓ appear quiet, introverted and even depressed
- ✓ disrupt lessons with truculence or by 'clowning around'

- ✓ be uncooperative, difficult to motivate and critical of the teachers and the peer group
- ✓ have handwriting and presentation skills which may lag behind their reading and other skills
- ✓ dislike producing work on paper because of the frustration caused when they are unable to live up to their own impossibly high standards in handwriting and drawing. This is where ICT can help
- ✓ avoid attending school due to imaginary illness
- ✓ under perform in tests and even I.Q. tests – the relevance of the tests is not immediately apparent to the child.

# Yarrells School

## Individual Learning Pathway



Name			
Year Group			
Areas of need			
Please highlight: Autumn - Pink/Spring - yellow Summer - turquoise	<b>WAVE 1</b> <b>Support and Strategies for All</b> High quality teaching (effective differentiation, deployment of TA, focus groups) and classroom environment	<b>WAVE 2</b> <b>Support and Strategies for Some</b> Intervention/effective differentiation Structured/short term/measurable	<b>WAVE 3</b> <b>Support and Strategies for a Few</b> IEP
<b>Cognition and Learning</b>	Clear, differentiated objectives – child-friendly. Key vocab displayed Visual cues, e.g. visual timetable Opportunities for multisensory learning, e.g. kinesthetic, auditory Resources available to support independent learning, e.g. concrete resources, learning wall, high frequency words, 100 square Variety of teaching/learning styles Modelling & addressing of common misconceptions Instructions chunked to reduce load on working memory Focus group support Dyslexia-friendly strategies, e.g. visuals, pastel paper, 14 font Careful seating plan Differentiated paired work/group work/independent/Learning partners Opportunities for mixed ability working Following in-class advice from individual assessments	Regular focused individual reading Specific reading scheme, e.g. Ruth Miskin, Barrington Stoke, higher level reading book Supplementary focus group, e.g. reading, handwriting and comprehension, spelling, high frequency words, PASS, phonic, PAT Individualised dyslexia-friendly strategies, e.g. acetates, multisensory learning Supplementary focus group for maths, e.g. x tables, pre-learning of vocabulary Extension focus groups, e.g. maths, grammar Activities to extend – to enable reflection and higher order thinking skills Activities to challenge – inference and deduction Open ended tasks to enable child to be creative and self-critical	1:1 work on individualised targets IEP Pupil passport

	(SALT, EP, OT) Opportunities to over-learn/repetition Word boxes Use of ICT Alternative methods of recording Setting Child-initiated learning Think of the week		
<b>Communication and Interaction</b>	Positive models of speaking and listening, phonics work. Reading/phonics support Active listening encouraged and modelled. Re-modelling of accurate speech; under advice Re-iterating/chunking/reducing instructional load. Recording information given orally on m/whiteboards to reinforce understanding of language. Following in class advice from S & L Talking partners Opportunities to speak in a larger group, e.g leading a tribe assembly, class assembly, sharing learning in a lesson	Vocabulary group; pre-tutoring vocabulary for the week. Expressive language skills group 'Socially Speaking' group 'Time to Talk' group Focus group/individual EAL LAMDA; focus on confident speech and opportunity to gain qualifications Enrichment activities eg debating club, chess	Individualised speech and language programme (SALT) 1:1 intensive programme Specialist support 1:1 Pre-tutoring IEP Pupil passport
<b>Behavioural, Emotional and social development</b>	Whole school and subject/class based reward systems, e.g. tribe points, certificates Subject/class reward systems e.g. marble jar, Star of the Week, Golden Time, raffle tickets Buddy time Jigsaw Time to discuss any social issues, e.g. mentor meetings Support for social skills Language of Jigsaw Choices always given and the taking of responsibility for decisions encouraged Following in-class advice from external professional Regular circle times Language of emotion modelled and used regularly in class. Clearly structured routines and expectations Visual cues/reinforcement Clear explanations of decisions/changes Consistent approach Mindfulness	Focus group support, e.g. self-esteem, anger management, social skills, team work Structured buddy time Individual reward system	1:1 individualised, programme to target specific development issues. Specialist support 1:1 time/support Behaviour plan Development of social story IEP IBP Pupil passport
<b>Sensory and Physical Disability and Medical Needs</b>	Awareness and flexibility of different needs including positioning, timing, lighting and sound Thera-bands Therapy putty Postural control wedges/wobble cushion	Learn to Move, Move to Learn programme Focussed handwriting group Following in class advice from OT/Physio Rainbow road Hearing aids	Individualised OT/Physio programme. Specialist support. 1:1 gross motor skill development 1:1 fine motor skill development IEP

	Specialist writing equipment e.g. triangular pencils, pens Regular PE opportunities/gross motor opportunities/differentiated Sloped writing board Writing guidelines/colour-coded guidelines Brain gym Regular opportunities to develop fine motor skills e.g. cutting, mazes, tracing in sand, tracing pictures, pegging things, tweezers. Motor skill awareness Learn to move Rainbow		Pupil passport
	Autumn Date.....	Spring Date .....	Summer Date.....