



Botanic Primary School

Policy
for
Gifted & Talented Pupils

June 2023

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Rationale

Botanic Primary School values all children equally and endeavours to ensure that each child is given opportunities to realise his or her potential through the provision of appropriate challenge and support.

Although it is recognised that a child may possess potential that is not reflected in his or her performance, at any time, the school population will include a number of extremely able, talented or gifted pupils, some of whom will perform at significantly higher levels than their peers or that normally expected for children of their age group. Such excellence may be in more than one area of learning.

We believe that the likelihood that such children will come close to maximising their potential can be increased through the school's awareness of the potential and preferences of gifted and talented children; the provision of positive contributions to their individual needs; and the celebration of their successes. In addition, research has shown that by making provision for gifted, talented and able pupils, standards of achievement are raised for all pupils.

Botanic PS is committed to nurturing any exceptional ability, but will make reference to the areas listed within CCEA's *Gifted and Talented Pupils - Guidelines for Teachers* (2007):

- general intellectual ability or talent;
- specific academic aptitude or talent;
- visual and performing arts and sports;
- leadership ability;
- creative and productive thinking;
- mechanical ingenuity; and
- special abilities in empathy, understanding and negotiation.

Aims

The aim of this document is to ensure a consistent approach to the identification and support of the very able, gifted or talented child through:

- agreed, shared definitions of the terms "able", "gifted" and "talented";
- identification of talented or gifted pupils as early as possible;
- confirming identification through appropriate assessment;
- raising staff awareness of the range of strategies available;
- meeting pupil needs with appropriate challenge and support;
- fostering a culture of achievement with a climate of learning and excellence throughout the school;
- working in partnership with parents/carers to help them promote children's learning and development; and
- making use of links with other schools and the wider community to enhance learning opportunities.

Definitions

Although “gifted and talented education” is well established in many parts of the world, working definitions vary. In Botanic PS we will use the following:

Able: children who demonstrate abilities which place them into the highest achieving 20% of our school population. Within this group the top 5 may be considered as “more able”. These children have been referred to by the DfES as “Gifted and Talented”. Within this group a small minority (probably less than 5%) may be considered as “exceptionally able”. Effective provision for these children may involve writing a personal education plan (to identify high expectations, the areas where the children require specific teaching, increased differentiation and support.

Gifted: learners who perform, or who have the potential to perform, extremely highly in one or more subjects in areas of the curriculum traditionally labelled “academic”.

Talented: learners who perform, or who have the potential to perform in areas such as art, music, PE, or performing arts.

Identification

Gifted and talented children are not always easy to identify. They may come from backgrounds where their abilities are not noticed or valued. The children themselves may not wish to draw attention to their differences. Frustration due to lack of challenge or recognition may lead to disruptive behaviour, which in turn masks their strengths. A disability or special educational need may distract from ability and curricular priorities may overlook abilities in areas outside the obvious.

CCEA warns that:

“Caution should be exercised with regard to relying solely on IQ measures, as exceptional abilities in aspects such as creativity, leadership, art, social and physical skills may not be identified. Also, Gifted and Talented students who may present with a learning difficulty or a secondary exceptionalism may have depressed scores which may not be indicative of their true potential in other areas”

No single process of identification is infallible; hence the identification process needs to be ongoing and varied, with members of staff being encouraged to note any evidence of exceptional ability and to share their thinking in order to explore pupils’ abilities.

Gifted and Talented pupils who are also EAL

Newcomers (EAL) may have exceptional gifts and talents, be highly educated, but speak no English. Teachers should appreciate that gifted and talented pupils with EAL needs are less likely to make best progress in lower ability groups in class. The voice of the pupil and parent are an essential element in identifying areas of giftedness. Also there are a number of variations in community and cultural attitudes and conceptualisations of giftedness which need to be discussed with parents to establish a shared and accessible understanding. Some children may actually hide their academic ability, as gifted disadvantaged underachieving students are highly conscious of the social constraints imposed by the environments in which they live (Ford and Thomas, 1997).

Identification methods might include:

- teacher nomination;
- reports from previous schools;
- assessment results;
- pupil's work;
- generic and subject-specific checklists of characteristics;
- pupil self-nomination;
- peer nomination;
- parental information; and
- information provided by external agencies (eg sports organisations, music tutors, etc)

Assessment methods might include:

- teacher observation;
- benchmark assessments, e.g. end of key stage tests, NFER, PTE, PTM etc.
- specific ability tests e.g. creativity, reading, IQ;
- responses to increased challenge and novel opportunity; and
- data from expert or external agency.

Once a very able, gifted and/or talented child has been identified the class teacher will work with the viceprincipal, the Gifted and Talented Coordinator. If appropriate, the child's name will be placed on the Gifted and Talented (G&T) Register and parents/carers will be invited to discuss ways in which the child's strengths and needs can be supported.

Modes of Working

The teacher will identify very able, gifted and/or talented pupils within the class as early as possible and gather evidence to support the nomination. The teacher will then liaise with the vice-principal and parents/carers before producing a Personalised Learning Plan (PLP) for the child and delivering appropriate support. The writing, delivering and reviewing of PLPs for G&T will be similar to the process relating to Special Educational Needs (SEN).

Acting as Gifted and Talented Co-ordinator it is the Vice-principal's role to liaise with class teachers and advise them in relation to appropriate assessment data. The vice-principal will collate the results and work with the teacher to support the pupil and plan provision. The vice-principal will contact parents/carers and keep them informed, while working with all relevant parties to decide upon strategies to be used in order to maximise the child's development. The G&T register will be kept up-to-date and the effectiveness of the school's policy in relation to the education of gifted and talented pupils will be reviewed regularly.

Provision

Where a child is more able he/she will be supported with high expectations and differentiated planning. Teachers will seek to use a variety of techniques and strategies to provide for the more able child, eg. by:

- identifying progression within schemes of work;
- planning a differentiated curriculum with a balance of whole class, group and individual teaching;
- identifying provision for more able pupils in half-term planning and IEPs;
- differentiating through pace, task, dialogue, support, outcome, resource, content and/or responsibility; and
- ensuring appropriate class organisation (individuals, pairs, groups; acceleration, compacting, etc);
- setting differentiated homework; and
- providing a variety of extension and enrichment activities.

Approaches may include:

- problem solving and investigation to develop reasoning and thinking skills;
- modelling and use of open-ended questions and tasks;
- elements of competition within and outside peer groups;
- challenges to the individual through competition and target setting; and
- opportunities for creative, critical and reflective thinking.

The curriculum may be extended and enriched for gifted and talented children in many ways, both inside and outside school. Opportunities might include the use of:

- provision of specific extension materials and resources;
- after school clubs;
- dedicated websites;
- subject specialists within school;
- mentoring by either a similarly talented or suitable encouraging adult or older pupil;
- mentoring by pupils from the local grammar school
- employing visiting experts;
- increased technical and specialist language;
- links with outside agencies such as music tutors, the library service, sports coaches, the local council, colleges of further education, universities, professional and charitable organisations;
- special competition (it may not be appropriate or necessary to involve others from the class);
- including the expertise and interests of such pupils in the delivery of lessons to peers or other classes;
- withdrawal for enrichment sessions during the school day; and
- cluster activities with other schools.

Monitoring Assessment and Evaluation

The achievements of gifted and talented children will be monitored and evaluated against PLP targets in parallel with general observation and the recording of progress across the curriculum. G&T pupils will be encouraged to assess and review their own performance and to value relevant out-of-school achievements. Teachers will use all available information and their professional understanding to plan future support.

Continuing Professional Development

Whenever appropriate and practicable, the needs for training will be met for individual teachers, classroom assistants or the whole staff. The coordinator will lead discussions at staff meeting level developing teachers understanding of Gifted and Talented, how it can be identified and supported by the school.

Review

This policy and the success of the school's provision for our more able children will be reviewed by June 2026.