

ST PIRAN'S SCHOOL

GIFTED, ABLE AND TALENTED POLICY

Rationale

This policy includes the Early Years and the main school, Years 1 to 6.

All pupils at St. Piran's School are valued for their individual strengths and abilities in areas across the curriculum and beyond. We are aware that some pupils have significant abilities in one or more areas and this policy aims to address the specific needs of these pupils. At St. Piran's School we believe that within the framework of equal opportunities, highly able pupils are entitled to have their needs recognised and addressed. Therefore, gifted, talented and highly able pupils need to be identified, targeted, supported and challenged to maximise their potential.

Aims

- To recognise the needs of gifted, talented and highly able pupils within the framework of equal opportunities
- To implement procedures and strategies that will address the needs of an identified cohort of pupils
- To provide opportunities for highly able children to develop their specific skill or talent and maximise their potential
- To ensure that gifted, talented and highly able pupils are motivated to achieve the best of their ability and as a consequence set standards of excellence as an example for others to follow
- To develop a greater ethos of achievement across the school

Definition

A 'highly able' pupil as defined by our school, is one who achieves or has the potential to achieve at a significantly higher ability than most of the pupils in our school of the same age in a specific academic area such as English, maths, science, geography, history, RE, ICT and PSHCE.

A 'talented' pupil as defined by our school, is one who achieves or has the potential to achieve at a significantly higher ability than most of the pupils in our school of the same age in a specific skill such as art, design technology, music, drama, PE and Games.

The term 'gifted' as defined by our school, is used to describe a pupil who has an ability or skills that is significantly greater than a child who is defined as highly able/ talented. A child also may have an innate gift or be recognised nationally or internationally.

Identification

At St. Piran's School we expect to identify approximately 5 -10% of pupils as highly able, gifted or talented in one or more of the following areas:

Highly Able and Gifted

- **Intellectual** (academic subjects e.g. English, mathematics, science)
- **Social** (personal and interpersonal, leadership qualities, working with adults)

Talented and Gifted

- **Physical** (PE, sports, swimming, dance)
- **Artistic and Creative** (art & design, music, drama)
- **Practical** (design and technology, mechanical ingenuity)

These areas are based upon categories from Howard Gardner's 'Frames of Mind' 1993 and a definition by Dr Eric Ogilvie, 1973.

Identification Methods

At St. Piran's school we believe that a combination of the following methods should be used to successfully identify highly able, gifted and talented pupils.

- Assessment and tests
- Evidence from pupil work or performance
- Teacher observation
- General checklists
- Subject checklists

In some cases, we would also be interested in taking the following methods into consideration:

- Peer-nomination
- Self-nomination

It is important to remember that some highly able, gifted or talented children may also be on the SEN register.

We also recognise that not all gifted and talented children are obvious achievers. Many actually underachieve and their potential is masked by factors such as frustration, low self esteem and lack of challenge. We aim to provide these pupils with the opportunities to fulfil their potential.

The Register

Pupils who have been identified as gifted, talented or highly able are entered onto the school GAT register. A copy of the register will be kept by the GAT Co-ordinator. The register will be reviewed with all teaching staff at appropriate intervals to evaluate the progress of pupils. The review process is intended to identify children who are meeting their potential or underachieving.

Classroom Provision

Teaching staff at St. Piran's School are aware of the need to challenge the highly able pupils in their class and will endeavour to plan lessons that stimulate and encourage independent learning and a spirit of enquiry in line with St. Piran's Teaching and Learning policy. Provision for highly able pupils will include the following:

- **Differentiation**

Good use of differentiation is vital in a curriculum for highly able pupils. Teachers will plan for the following forms of differentiation.

Differentiation by:

- outcome or response
- resource of text
- task
- dialogue
- pace
- content
- responsibility or independence

- **Extension**

Extension activities involve pupils developing a deeper understanding of a subject by encountering more complex resources and materials, tackling more challenging questions and tasks, demonstrating higher levels of thinking, and presenting increasingly more sophisticated responses.

- **Enrichment**

Enrichment relates to the breadth of study and experience. It involves offering learners a wide variety of opportunities and exposes pupils to experiences not usually encountered as part of the standard curriculum.

Whole School Approach

- **Organisation**

Where possible all gifted, talented and highly able pupils are taught in classes or sets appropriate to their age. In cases where a pupil has abilities which are way beyond the peer group then consideration will be given to moving the pupil to a different year group for particular subjects, for part or all of the school day. This action will be taken after careful consideration and discussion between teachers, parents and the pupil. Where such acceleration takes place, due consideration will be given to the pupil's social development. Pupil's working in a higher year group will be carefully monitored and their progress reviewed regularly.

- **Homework**

Homework for all pupils is matched to the ability of the child and is set according to the school homework policy.

- **Target Setting**

Target setting for all pupils is matched to the ability and progress of the individual. Pupils are encouraged to be active participants in their own self development and become involved in the target setting process.

- **Thinking and learning**

In line with the school's Teaching and Learning Policy, pupils at St Piran's school will be encouraged to explore their preferred learning styles and develop their thinking skills in subjects across the curriculum. Teaching styles for highly able, gifted or talented pupils should be open-ended and flexible. These pupils need to be given the opportunity to 'take risks' in their learning. All pupils but particularly the highly able ought to be encouraged to think creatively and divergently.

- **Ethos of Achievement**

Our school values the ethos of achievement that has been created at St Piran's. All pupils know that they are valued and cared for and there are excellent relationships between staff and pupils. Valued reward systems are in place and successes across the curriculum are celebrated. The school strives for continual improvement – it is aware of the need to take risks and try new things.

- **Provision for all Pupils**

The pupils at St. Piran's School are provided with many opportunities to realise their talents, capitalise on their potential and celebrate their successes in all areas of school life. Please see Appendix for further details.

Beyond the Classroom

- **Extra-Curricular Opportunities**

All children at St. Piran's have an opportunity to experience extra-curricular activities outside school hours. Presently these include:

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|----------------------------|------------------------|
| ➤ Pre-Prep Enrichment Club | ➤ Trampolining |
| ➤ Prep Enrichment Club | ➤ Touch typing |
| ➤ Common Entrance 11+ | ➤ Computer Art |
| ➤ Leadership | ➤ Mindlab |
| ➤ Swimming Squad | ➤ Teach it Right |
| ➤ Netball | ➤ Orchestra |
| ➤ Hockey | ➤ Junior Choir |
| ➤ Rugby | ➤ Chapel Choir |
| ➤ Football | ➤ Rock band |
| ➤ Golf | ➤ Recorder Club |
| ➤ Cricket | ➤ Chimes |
| ➤ Rounders | ➤ Bell Ringing |
| ➤ Judo | ➤ Play production |
| ➤ Gymnastics | ➤ Chess |
| ➤ Tennis | ➤ Woodwork |
| ➤ Table tennis | ➤ Sewing |
| ➤ Athletics | ➤ Gardening Club |
| ➤ Musical theatre | ➤ Dungeons and Dragons |
| ➤ Ballet | ➤ School Parliament |
| ➤ Multi sports | ➤ Eco Parliament |

Role of the Head of GAT

At St. Piran's School we recognise the necessity for all staff to be involved with identifying, encouraging and meeting the needs of GAT pupils.

The GAT Co-ordinator's responsibilities will be to:

- Increase teacher awareness of the needs of GAT pupils
- Bring issues related to GAT pupils to the attention of staff as necessary and act as a point of reference for colleagues
- Assist in the identification of GAT pupils
- Maintain and review the GAT Register
- Encourage pupils on the GAT register to develop their interests and skills

Role of the Heads of Departments

Heads of Departments will liaise with the teaching staff in their department and the GAT Co-ordinator to identify and monitor the progress of gifted, talented and highly able pupils.

Where necessary, subject policies should be developed by HOD's to contain suitable guidance for the identification of, and provision for gifted, talented and highly able pupils.

In addition, short term planning across the curriculum needs to be reviewed and revised to contain suitable enrichment and extension activities for GAT pupils.

HOD's need to work in co-operation with the GAT Co-ordinator to source suitable resources and materials for their subjects and actively encourage GAT pupils to enter competitions.

Parents

In our opinion, the GAT register should remain confidential to teaching staff only. The list is not definitive and is to be used as a working document to target, monitor and support highly able children within the framework of equal opportunities.

However, it is the responsibility of all teachers to keep parents well informed of their child's progress and achievements.

The teaching staff at St. Piran's endeavour to offer parents guidance about how to support, challenge and maximise a pupil's potential.

Reviewed by: Head of Gifted, Able and Talented

Date: June 2015

Next Review Date: December 2016