



AKELEY WOOD
SCHOOL

AKELEY WOOD JUNIOR SCHOOL: GIFTED AND TALENTED

Introduction

This document is a statement of the aims, principles and strategies for the identification and management of Gifted & Talented pupils at Akeley Wood Junior School. It is intended to provide a consistent framework and to ensure that all children have their needs met, allowing them to work towards their full potential. It should be read in conjunction with the school's policies for teaching and learning as together these form a statement of the principles underpinning the work of the school.

Akeley Wood Junior School is a caring school where attention is paid to the planning of the curriculum, both to extend the most able and to support the individual needs of pupils. Children entering the school will normally spend a day in the classroom with their year group and be assessed by the form teacher and other staff. This may involve specific tests and will result in a written report. The Head Teacher will discuss the needs of the individual child with the school's Gifted & Talented Coordinator. If the school is able to meet those needs, and the child meets entry requirements, then the child may be accepted.

Principles

We are committed to providing equal access for all children to the broad and balanced curriculum to which they are entitled. We welcome children who are gifted or talented in a particular area. We recognise that we must consider the individual needs of all children when planning our curriculum and we aim to provide a curriculum which is accessible to the individual needs of our children. This document includes all Key Stages in the Junior School.

To achieve this commitment:

- We aim to employ the best practice when devising support for G&T pupils;
- We recognise a continuum of G&T pupils. Our aim is to raise the expectations and achievements of all children;
- Early intervention: We recognise the importance of early identification and assessment of children who are Gifted or Talented. We aim to address any needs of this kind as soon as concerns are raised so that learning experiences are appropriate to children's needs. We seek to develop practices and procedures that are designed to ensure that all children's needs are identified and assessed, with the curriculum being planned to meet their needs we can offer a meaningful learning experience that enriches and stretches Gifted and Talented pupils;
- We recognise that responsibility for Gifted and Talented provision is a whole-school issue and lies collectively with all staff, supported by the Gifted and Talented

Coordinator and the Senior Leadership Team. We aim to equip all staff to effectively meet a wide range of able or very able children's needs. Lessons provide differentiated activities to meet these needs;

- All children have a right to a broad, balanced and relevant education. We believe that Gifted and Talented provision should be addressed by using a variety of groupings, settings and differentiated strategies to ensure full curricular access for all children. We have also adopted a 'Curriculum Collapse' initiative.
- We believe in the involvement of the child and the importance of taking their views into account. They should be actively encouraged to participate in discussing the purpose of learning tasks, in personal target setting and in evaluating their outcomes. Our Gifted and Talented provision aims to actively involve children in this process in the light of their age and understanding;
- We recognise that parents and carers have a vital role to play in supporting their children's education. We aim to work in close partnership with parents and carers, valuing their opinions and contributions, and to support them in their child's learning and development. We will fully inform them about Gifted and Talented provision for their children and take their views into account in respect of their children's needs;
- Wherever possible, we intend to work in partnership with other agencies (e.g. health professionals and the Gifted and Talented Society) and with parents and carers, sharing information and taking prompt action to implement recommendations.

Aims and Objectives

The aims of our Gifted and Talented provision at Akeley Wood Junior School are:

- Ensure that we recognise and support the needs of our pupils;
- Enable pupils to develop to their full potential;
- Offer pupils opportunities to generate their own learning;
- Ensure that we challenge and extend pupils through work that we set them;
- Encourage children to think and work independently.

Definitions

The DfE (Department for Education), from its Excellence in Cities programme, used the terms 'Gifted and Talented' and these were defined as follows:

Gifted	Top 5-10% of pupils per school as measured by actual or potential achievement in the main curriculum subjects.
Talented	Top 5 – 10% of pupils per school as measured by actual or potential achievement in the subjects of Art, Music and PE.

Roles and Responsibilities

Provision for Gifted and Talented children is a matter for the school as a whole. In addition to the governing body, the School's Head Teacher, the Gifted and Talented Coordinator and all other members of staff have important day-to-day responsibilities. **All teachers are teachers of children with gifts and talents.** Teaching such children is therefore a whole school responsibility.

The Role of the Gifted and Talented Coordinator

Gifted and Talented arrangements are coordinated by the Gifted and Talented Coordinator who's role includes:

1. Ensuring that the Gifted and Talented Register is up to date and current;
2. Monitoring teachers planning to ensure that suitable tasks and activities are being provided to challenge and enrich the academically gifted and those with particular talents across all curriculum areas;
3. Regularly reviewing the teaching arrangements for Gifted and Talented pupils.
4. Monitoring the progress of Gifted and Talented pupils through termly discussions with teachers;
5. Supporting staff with the identification of Gifted and Talented pupils;
6. Providing advice and support to staff on teaching and learning strategies for Gifted and Talented pupils;
7. Organising special events for Gifted and Talented pupils that enrich and extend them;
8. Helping the staffing body to organise 'Curriculum Collapse' events throughout the school year that enrich all pupils but also help to extend the Gifted and Talented pupils.

The Role of the Teachers

1. Identify pupils who may be Gifted or Talented and liaise with the Gifted and Talented Coordinator;
2. Keep notes on Gifted and Talented pupils in the system;
3. Liaise with the Gifted and Talented Coordinator to plan work for pupils;
4. To review and write IEP's when required supported by the Gifted and Talented Coordinator;
5. Each member of staff is expected to keep up-to-date with information about Gifted and Talented and the pupils that they teach;
6. Liaise with the parents of identified pupils.

The Role of the Headteacher

1. Ensure that the Gifted and Talented Coordinator and other staff have sufficient time allocated to carry out their teaching and administrative roles;
2. Liaise with the Gifted and Talented Coordinator regularly regarding individual children;
3. Discuss staff training needs with the Gifted and Talented Coordinator;
4. In discussion with the Gifted and Talented Coordinator arrange sharing of good teaching practice;
5. Look at resource requests for Gifted and Talented;
6. Share information on Gifted and Talented with the School's Education Executive.

Processes

Identification

- We use a range of strategies to identify Gifted and Talented pupils. The process is on-going and begins when a pupil joins the school. Discussions with parents and carers enable us to add further details to a child's records.
- Pupils undergo baseline assessment when they join Akeley Wood Junior School (irrespective of where they enter). This provides information about their developing skills, aptitudes and abilities. This baseline information is used by the Head Teacher, and subsequently by teachers, to discuss the pupil's needs with their parents and allows us to plan for individual needs.
- Pupils are tested regularly as they progress throughout the school. This is to ensure that they are making the sort of progress expected of them in terms of their personal targets. We identify children as academically gifted (able and very able) when they achieve high levels of attainment across the curriculum, or in particular skills, or aspects of subjects.
- The pupils undertake CAT tests in Year 4, 5 and 6, Progress Tests in English and Maths for Years 1-6 and teachers also make regular assessments in all subjects of the National Curriculum. The information from these tests is compared with National data patterns, in order to ensure that pupils are making appropriate progress.
- Pupil progress is continually reviewed throughout each term. Two Parents' Evenings take place each academic year and a report goes home at the end of each term to inform parents of progress and attainment.

English and Mathematics

More able and very able children in English are identified when they:

- Demonstrate high levels of fluency and originality in their conversation;
- Use research skills effectively to synthesise information;
- Enjoy reading and respond to a range of texts at an advanced level;
- Use a wide vocabulary and enjoy working with words;
- See issues from a range of perspectives;
- Possess a creative and productive mind and use advanced skills when engaged in discussion.

More able and very able children in Mathematics are identified when they:

- Explore a range of strategies for solving a problem;
- Are naturally curious when working with numbers and investigating problems;
- See solutions quickly without needing to try a range of options;
- Look beyond the question in order to hypothesise and explain;
- Work flexibly and establish their own strategies;
- Enjoy manipulating numbers in a variety of ways.

Teaching and Learning Style

Teachers in our school plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- A common activity that allows the children to respond at their own level;
- An enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- An individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- The opportunity for children to progress through their work at their own rate of learning.

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the more able and very able learner.

Target setting is in place throughout the school. From Year 3, children are set for Maths and children are set for Literacy from Key Stage 1. Teachers regularly review the progress of children and children can move between the set groups as appropriate.

We offer a range of extra-curricular activities for all of our children. These activities offer more able and very able children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs, including: Chess, Drama and Choir.

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.

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

Gifted and Talented Register

At Akeley Wood Junior School a Gifted and Talented Register is set up and maintained by the Gifted and Talented Coordinator. This is shared with all staff via our shared academic area.

IEPs

The school follows Cognita's format for IEPs. On occasion it may be appropriate to have an IEP but this is reliant upon staff discretion.

An IEP is used to plan the support for a pupil which is additional to, and different from, that available to all. It focuses on up to three or four key individual targets and includes information about:

- The pupils strengths and weaknesses;
- Three or four (no more) short term targets set for or by the pupils, with a review date specified for each target;
- The teaching strategies to be used, how these are to be delivered and by whom;

- Exit criteria for each target;
- The provision to be put in to place;
- When the plan is to be evaluated and reviewed; and any outcomes, including next steps and revised targets as appropriate.

IEP targets should be **SMART**:

- **S**hort;
- **M**easurable;
- **A**chievable;
- **R**ealistic
- Have a define **T**ime.

IEP's are based on a cycle of planning, intervention and review. As far as possible this is met within the classroom, in some instances with permission from parents we can help to organise provision for Teaching Assistants to work within the classroom alongside their pupils.

The plans are kept under review at all times and may be adjusted accordingly. Each is formally reviewed, generally at the end of each term. Parents are also consulted, as is the pupil. Parents are sent a copy of the IEP and are asked to sign a copy for the school to keep.

Regular opportunities are available on a formal or informal basis for parents/ carers to discuss their child's progress. Parents are able to discuss their concerns with the Gifted and Talented Coordinator.

Behaviour and Gifted and Talented Pupils

Pupils with behavioural difficulties are included as having special education needs and sometimes this is true of Gifted and Talented pupils.

Personal Development

Considerable attention is paid to the child's overall development and progress. It is the School's aim to fully integrate each child into full school life and to develop the child's self-esteem in the classroom and through school activities.

Specific Strategies used at Akeley Wood

Assessment for Learning

Effective assessment for learning is at the heart of our teaching at Akeley Wood Junior School. Teachers have detailed training for this and this keys into our approach for Gifted and Talented pupils as formative data is used to inform future curriculum planning and the ways lessons are shaped and developed.

Curriculum Collapse!

In an effort to personalise learning, promote greater creativity and extend Gifted and Talented pupils we have 'collapsed' the normal curriculum and adopted a new, exciting, approach to learning for the pupils in our care.


The idea of 'Curriculum Collapse' has been recommended by OFSTED who believe it enhances and enriches children's learning experiences. During a curriculum collapse week or day, a thematic approach is adopted with careful formative assessment used to plan learning activities that challenges all pupils but is also extremely mindful or providing the means for Gifted and Talented pupils to showcase their abilities.

This pattern has been followed in recent years with the following themed 'collapse' events: **World Book Week, Roman Day, World Maths Day.** Trips have also been organised for Gifted and Talented pupils to Sporting Events and Choir Festivals. We have also liaised with The Open University to provide workshop and lecture opportunities for the children.

Continuing Professional Development

Gifted and Talented issues are included in weekly staff meetings and during Inset days for staff. The Gifted and Talented Coordinator delivers and attends training as appropriate.

Updated: September 2016
Next Review Date: September 2017

Signed 
Mrs C G Page
Headteacher

APPENDIX 1

Checklist: Bright Child – Gifted Learner

BRIGHT CHILD	GIFTED LEARNER
Knows the answers	Asks the questions
Is interested	Is highly curious
Has good ideas	Has wild silly ideas
Works hard	Plays around yet tests well
Answers the questions	Discusses in detail, elaborates
Top group	Beyond the group
Listens with interest	Shows strong feelings/opinions
Learns with ease	Already knows
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memorizer	Good guesser
Enjoys straightforward sequential presentation	Thrives on complexity
Is alert	Is keen observant
Is pleased with own learning	Is highly self-critical

Experience tells me that you will have a large number of bright children who will be a great pleasure to teach, but fewer gifted learners.

Source: "Young, Gifted and Bored" by David George.

APPENDIX 2

IDENTIFYING GIFTED AND TALENTED CHILDREN

Definitions

The DfE defines a **gifted pupil** as one who is in the top 5-10% of the school population; one who 'has the capacity for or demonstrates high levels of performance in an academic area'.

A **talented pupil** is one who is in the top 5-10% of those with **domain specific ability** in a non-academic area – physical, verbal/performing, mechanical ingenuity, leadership/social awareness, creativity.

In terms of the definition of special educational need in the Code of Practice, these **gifted** and **talented** pupils would be considered representative of another stratum of the pupil community. They also have particular needs, however, and each school should reflect upon, and plan to meet, those needs.

Gifted pupils may present special educational needs very much in keeping with the definitions of the CoP, and these need to be considered with great care.

Listed below, by way of guidance, are some of the characteristics of giftedness. In just the same way that we seek early identification of learning difficulties, so should we be mindful of these sets of characteristics.

General Intellectual Ability

- Formulates abstractions.
- Processes information in complex ways.
- Is excited by new ideas.
- Learns rapidly.
- Uses extended vocabulary.
- Is unusually inquisitive.
- 'Self-started'.

Creative Thinker

- Independent thinker.
- Shows original thinking in oral and written expression.
- Will find several solutions to the same problem.
- Creates and invents.
- Is challenged by creative tasks.
- Improvises.
- Enjoys being different from the crowd.

Specific Academic Ability

- Good memorisation.
- Advanced comprehension.
- Basic skill knowledge quickly acquired.
- Widely read in special interest area.
- High academic success in special interest area.

Leadership

- Assumes responsibility.
- High expectations for self and others.
- Fluent self-expression.
- Can see the consequences of decisions.
- Good decision making ability.
- Likes structure; well organised.
- Well liked by peers.
- Self-confident.

Psychomotor

- Enjoys challenging physical activities.
- Shows precise movement patterns.
- Excels in motor skills.
- Well co-ordinated.
- Good manipulative skills.
- High energy level.

Visual/Performing Arts

- Outstanding in sense of spatial relationships.
- Unusual ability for the expression of feelings and emotions through art, music, drama or dance.
- Desire to produce 'own product' – dislikes copying others.
- Observant.

These lists are not comprehensive, and might be seen to relate as much to **talented pupils** (as defined above) as to the **gifted**. Neither would it be expected that each child would present all of these characteristics. They may nonetheless help us to identify pupils for whom some form of differentiated programme may be indicated because of their particular abilities.

It should be remembered that gifted pupils can be good all-rounders; high achievers in one area; of high ability with low motivation; of good verbal ability, but with poor writing skills; very able, but with short attention span; very able with poor social skills; keen to disguise their abilities.

Everyone in school has a responsibility to recognise and value the abilities of individual pupils. We should be aware that:

- The unnecessary repetition of work can be de-motivating; de-motivated pupils will not always show their ability.
- With older pupils in particular, there can be peer pressure to under-achieve.
- Gifted pupils can often be less easy to 'reach' than other pupils.