



# **COLLIS PRIMARY SCHOOL**

## **POLICY FOR GIFTED & TALENTED CHILDREN**

## **STATEMENT OF PHILOSOPHY**

Collis Primary School is committed to providing an environment which encourages all pupils to maximise their potential.

The Gifted and Talented Policy, although aimed specifically at the more able, is intended to be inclusive in its nature and is therefore consciously aimed at raising achievement throughout the school as well as meeting the needs of the most able.

Provision for gifted and talented is the responsibility of all members of staff at Collis Primary School, by raising the achievement of the more able we aim to raise the achievement of all children within the school.

## **GENERAL DEFINITION**

The drawback of a narrow definition is that it tends to be exclusive; Renzulli opts for the broadest definition, he says "Gifted behaviour may occur in certain people at certain times under certain conditions". This admirably all encompassing definition reminds us of the need to recognise, encourage and nurture little sparks of moments of ability in individual children who, at a given time, may not be on the gifted and talented register.

The whole area of defining and identifying gifted and talented is potentially complicated, but can be simplified because, for the purposes of our Gifted & Talented register. we are required to identify between 5-10% of children (of which approximately 60% should be 'gifted' [academically] and 40% 'talented' [art, music, sport]). As we are a high achieving school we have decided to list the top 10% of gifted children and all talented children on our register. This means that the children chosen are actually the most able within the current Collis population and not necessarily by objectively defined criteria of giftedness.

A gifted or talented pupil is generally accepted to be one who demonstrates a significantly higher level of ability than most pupils of the same age in one or more curriculum areas or in any of the following:

Logical – mathematical intelligence

Linguistic intelligence

Spatial intelligence

Bodily – kinesthetic intelligence

The personal intelligences: interpersonal and intrapersonal

*Howard Gardner (see Appendix 1)*

## **IDENTIFICATION OF GIFTED AND TALENTED PUPILS**

Our aim is actively to identify our gifted and talented children. We realise this is easy when a child is apparently good at everything, but more difficult on occasions because gifted and talented children may demonstrate some of the following traits:

- They may be very willing to talk, but reluctant to put things down on paper. When they do, handwriting and spelling may be poor.
- They may produce high-quality work in one particular subject or area but be unexceptional or even below average in others.
- They sometimes have difficulty getting on with their peer group and concerns about behaviour can sometimes mask their true ability.
- They may be poorly motivated and therefore not producing what the teacher feels they may be capable of.
- There may be factors that mask the child's true ability such as English being an additional language or lack of pre-school stimulation.
- Be good all rounders.

Our aim is to try to build up a comprehensive picture of each child's ability using as many indicators and as much information as possible. We will draw the information from:

- Detailed records from previous class
- Test results (FSPs, NFER, SATs)
- Discussion with the child
- Good communication between teachers, including the completion of our Checklist (see Appendix 2)
- Parental information e.g. Reception questionnaire (see Appendix 3)
- Summative assessment by the teacher of tasks which are open-ended enough to allow the child to show what he or she can do
- Teacher familiarity with the characteristics of able children.

This information will inform our ongoing Gifted & Talented register held by the Coordinator and distributed to all staff.

## **PROVISION**

Our aim is to provide good quality learning experiences for our gifted and talented children by adopting the following approaches:

### **Whole School Approach**

We need to make sure that opportunities for extension and enrichment and encouragement are built into our school environment. We aim to:

- Create an ethos where 'it is OK to be bright' and where gender stereotypes are dismantled and transcended – for example, boys are valued and accepted for being good at art and/or singing and girls are valued and accepted for being good at football and rugby.
- Be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievement – create a climate in which children are taught to get along with each other; feel comfortable with each other and where individual differences are accepted.
- Encourage children to be independent in their learning. This will include the provision of opportunities for them to organise their own work, access the resources needed, work unaided, make their own choices about work, evaluate what they are doing and be self-critical.
- Identify the particular needs of able children in all our planning. These needs will be general or particular, as appropriate.
- Provide appropriate resources.
- To celebrate achievement whilst maintaining the highest possible expectations.

Within the curriculum, use a variety of strategies including:

- Use enjoyable methods and tasks to deliver the curriculum (especially devising creative and innovative ways of encouraging speaking and listening)
- Make every effort to regard curriculum guidelines as building blocks from which to explore rather than as straitjackets to restrict.
- Enrichment days/special activities (G&T theatre trips and assemblies, Red Nose Day, Lunch and Learn, etc)
- Enrichment groups (Battle of the Books, Create a Country, etc)
- Give pupils opportunities to serve on various working parties (e.g. Newsletter, School Council, sports reports, etc)
- Recognise achievement (teacher praise, gifted and talented books, headteacher's award, etc)

- In addition to adequate differentiation, build in extra extension activities, where appropriate, across the curriculum:
  - Set individual targets
  - Differentiate homework, where appropriate
- Plan to increase the proportion of higher order thinking skills within schemes of work (See Appendix 4)
- Set 'open' tasks whenever appropriate; giving children a degree of choice and ownership in a particular task or activity.
- Varied and flexible pupil groupings, sometimes allowing more able pupils to work together; sometimes allowing them to take particular roles in mixed ability groups
- Encourage children to evaluate their own work and so become self-critical
- Encourage children to explain to each other
- Do not clutter children with too much instruction - let them think for themselves

Outside of the curriculum, provide a range of opportunities for all children including more able:

- Choir
- Instrumental tuition (including steel drum)
- Gymnastics club
- Whizzkidz
- Boys' football team
- Girls' football team
- Netball team
- Basketball club
- Rugby club
- Football club
- French tuition
- Spanish tuition
- Running club

## **ORGANISATIONAL DETAILS**

At Collis children are taught in mixed ability classes. Class teachers therefore have a responsibility to plan for all levels of ability within their classes. Where children are placed in sets it is accepted that the responsibility to differentiate remains in order that individual potential can be met. Opportunities for extension and enrichment are addressed wherever possible in our weekly planning.

At Collis we believe that almost all gifted and talented children are best served in their own age group following a teaching programme which enables them to be extended. Thus it follows that it is our primary concern to produce well-rounded human beings.

## **ROLE OF G & T COORDINATOR**

The Coordinator's role includes:

- Ensuring that the Gifted and Talented register is up to date
- Monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by children across all curriculum areas
- Regularly reviewing the teaching arrangements for more able and very able children
- Monitoring the progress of gifted and talented children throughout ongoing discussions with teachers
- Supporting staff in the identification of more able and very able children
- Providing advice and support to staff on teaching and learning strategies for more able and very able children
- Liaising with parents, governors and LEA officers on issues related to Gifted & Talented
- Attend regular Gifted and Talented coordinators' meetings

The coordinator for your policy for Gifted and Talented monitors this policy on a regular basis. The monitoring includes feedback from parents and children, as well as regular classroom observation of teaching and learning and regular evaluations of children's written work. The Coordinator collects samples of work from Gifted and Talented children in order to demonstrate the standards that they are achieving. We use these examples to inform the process of identification of gifted and talented children (see Appendix 5).

## **RESOURCES**

Subject specific resources are stored with the resources for the corresponding curricular area, other more general resources are kept by the G&T coordinator

## **MONITORING**

The Curriculum Committee will carry out their responsibilities (see Appendix 6).

## **PROCESS FOR REVIEW AND DEVELOPMENT**

This policy and its effectiveness will be reviewed regularly in line with the School Development Plan. The next review will be Summer 2009.

## BLOOM'S TAXONOMY OF THINKING

CATEGORY	DEFINITION	TRIGGER WORDS	PRODUCTS
<b>SYNTHESIS</b>	Reform individual parts to make a new whole	Compose, design, invent, create, hypothesise, construct, forecast, rearrange, imagine	Lesson plan, song, poem, story, invention
<b>EVALUATION</b>	Judge value of something against criteria. Support judgement.	Judge, evaluate, give opinion, viewpoint, prioritise, recommend, critique	Decision, ratings or grades, editorial, debate, critique, defence, verdict
<b>ANALYSIS</b>	Understand how parts relate to the whole. Understand structure and motive. Note fallacies.	Investigate, classify, categorise, compare, contrast, solve.	Survey, questionnaire, plan, solution, report, prospectus.
<b>APPLICATION</b>	Transfer knowledge learned in one situation to another	Demonstrate, use guides and maps, build, cook	Recipe, model, artwork, demonstration, crafts
<b>COMPREHENSION</b>	Basis understanding of concepts/ curriculum. Translate to other words	Restate, exemplify, explain, summarise, translate, show symbols, edit	Drawing diagram, response to question, revision
<b>KNOWLEDGE</b>	Ability to remember something previously learned	Tell, recite, list, memorise, remember, define, locate.	Workbook, quiz, test, exam, vocabulary, facts in isolation

*Adapted from Bloom's Taxonomy by Susan Winebrenner for Teaching Gifted Kids in the Regular Classroom – Free Spirit Publishing Inc*

**THE CURRICULUM COMMITTEE  
GOVERNORS FOR ABLE AND GIFTED PUPILS – ROLE SPECIFICATION**

**Policies and Practice**

- To ensure that the school is meeting statutory requirements in providing equal opportunities for all pupils to achieve their potential.
- To ensure that the school has the broadest possible view of ability so that able and gifted pupils whose particular abilities lie outside the more traditional academic areas are helped to achieve their potential.
- To ensure that procedures for identifying potentially gifted and able pupils are in place within the school
- To ensure that all other policies and practices within the school account for the needs of the more able.

**Staff and Resources**

- To ensure that teachers are aware of the characteristics of gifted and able pupils
- To ensure that the teaching staff have sufficient subject expertise, so that they can provide able and gifted children with learning experiences of sufficient depth.
- To ensure that the school has the resources and expertise to provide enrichment activities for able and gifted children so that they experience learning of sufficient breadth.
- To work together with the Coordinator for Able and Gifted Pupils to ensure that able and gifted pupils are receiving good quality provision in all aspects of the life of the school and to support the coordinator and the Headteacher in bringing this about.

**Within the Governing Body**

- To examine the results of tests and other forms of assessment in order to monitor the achievements of the more able.
- To question the effects upon the more able of all budgetary decisions, taken within the Governing Body.
- To ensure that resources are made available for enrichment and extension activities for the more able pupils and for appropriate training for teachers.
- To ensure that curriculum decision taken within the Governing Body as a whole reflect the needs of the most able.
- To increase the awareness of fellow governors of the needs of the more able.

**GIFTED & TALENTED REGISTER**

**Class .....**

Linguistic intelligence
Logical mathematical intelligence
Bodily kinaesthetic intelligence
Musical intelligence
Spatial intelligence
Interpersonal intelligence
Intrapersonal intelligence

## SEVEN INTELLIGENCES

Gardner defines intelligence as "the capacity to solve problems or to fashion products that are valued in one or more cultural setting" (Gardner & Hatch 1989). Using biological as well as cultural research, he formulated a list of seven intelligences. This new outlook on intelligence differs greatly from the traditional view which usually recognises only two intelligences, verbal and computational. The seven intelligence Gardner defines are:

- **Logical-Mathematical Intelligence** - consists of the ability to detect patterns, reason deductively and think logically. This intelligence is most often associated with scientific and mathematical thinking.
- **Linguistic Intelligence** - involves having a mastery of language. This intelligence includes the ability to effectively manipulate language to express oneself rhetorically or poetically. It also allows one to use language as a means to remember information.
- **Spatial Intelligence** - gives one the ability to manipulate and create mental images in order to solve problems. This intelligence is not limited to visual domains. Gardner notes that spatial intelligence is also formed in blind children.
- **Musical Intelligence** - encompasses the capability to recognise and compose musical pitches, tones and rhythms. (Auditory functions are required for a person to develop this intelligence in relation to pitch and tone, but it is not needed for the knowledge of rhythm).
- **Bodily-Kinesthetic Intelligence** - is the ability to use one's mental abilities to coordinate one's own bodily movements. This intelligence challenges the popular belief that mental and physical activity are unrelated.
- **The Personal Intelligences** - includes interpersonal feelings and intentions of others – and intrapersonal intelligence – the ability to understand one's own feelings and motivations. These two intelligences are separate from each other. Nevertheless, because of their close association in most cultures, they are often linked together.

Although the intelligences are anatomically separated from each other, Gardner claims that the seven intelligences very rarely operate independently. Rather, the intelligences are used concurrently and typically complement each other as individuals develop skills or solve problems. For example, a dancer can excel in his art only if he has :

1. strong musical intelligence to understand the rhythm and variations of the music
2. interpersonal intelligence to understand how he can inspire or emotionally move his audience through his movements
3. bodily-kinesthetic intelligence to provide him with the agility and coordination to complete the movements successfully.

**GIFTED AND TALENTED MONITORING**

Date: .....

Name of Child: .....

Class: .....

Comments/Observations (e.g. strengths, underachiever, social groups)

Evidence attached (please provide a brief description of task/achievement)

Attach evidence if appropriate \_\_\_\_\_

## GIFTED AND TALENTED CHILDREN

At Collis we aim to identify the gifted and talented children from the earliest opportunity. Please complete the questionnaire as accurately as you can. This serves only as an initial indicator as children are assessed on an ongoing basis.

Please tick the column for each item that best describes your child:

- a Displays this trait to a high level
- b Displays this more than other children of his/her age
- c Similar to other children of his/her age
- d Not seen much evidence of this

If you need to elaborate please continue on a separate sheet

**Pupil's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>
1 Thinks quickly				
2 Is curious, asks many questions				
3 Has a good memory				
4 Has a good sense of humour				
5 Can reason well				
6 Gets absorbed in things				
7 Likes to discuss 'mature' topics				
8 Enjoys constructions toys				
9 Likes to work independently				
10 Shows original ideas				
11 Has a wide vocabulary				
12 Determined				
13 Able to follow complex instructions				
14 Likes to take a leadership role				
15 Sets high expectations				
16 Enjoys games with complicated rules				

