

St James' RC Primary **School**

Exceeding, Gifted and **Talented Policy**

ST.JAMES' R.C. PRIMARY SCHOOL

A POLICY FOR THE EXCEEDING, GIFTED AND TALENTED CHILD

This policy was revised in June 2017 by the Exceeding, Gifted and Talented Leader and the staff of St. James' R.C. Primary School and will be reviewed Summer 2019. It is to be used in conjunction with The Teaching for Learning Policy, the Self Evaluation Policy and other whole school policies.

A. AIM

The Staff and Governors of St. James' RC Primary School aim to provide the best possible education for all children including the exceeding, gifted and talented. We firmly believe that recognition and support for our exceeding pupils is a factor in raising achievement for all pupils. We aim to provide opportunities for each pupil to be stretched and challenged in order to fulfil their potential and to excel. This provision is an integral part of teaching and learning at St James'.

B. DEFINITION

Exceeding, gifted and talented children are those that well exceed the expectations for their age group in one or more subjects.

"Exceeding" is used for those capable of excelling in subjects, such as English, Mathematics, Science, History, Geography, Computing and Religious Education.

The term "Gifted" refers to a number of children significantly above their year group in one or more academic subjects.

"Talented" is applied to those children with a particular talent in areas such as Games, PE, Music, Drama or Art.

Whilst we can broadly define these categories, it is important to recognise that the exceeding, gifted and talented pupils are individuals with their own unique strengths and weaknesses. We value the individuality of every child and acknowledge the importance of helping every child to recognise the spectrum of their capabilities in order to fulfil their potential.

IDENTIFICATION

Identification of exceeding, gifted and talented pupils is an ongoing, whole-school process. Identifying these children is important in order to ensure they receive planned, personalised teaching and learning opportunities within and beyond the classroom that will challenge, support and stretch them to the full extent of their individual potential.

Some children display signs of high ability at an early age and in others it may develop significantly over time. The identification process therefore should be viewed as part of an ongoing cycle of identification and review.

Methods of Identification

There are a wide range of identification strategies and it is important that no single process is used in isolation. These strategies are also used to identify able underachievers. (Appendix 2)

Identification is usually made by:

- Identification through subject criteria set by the subject leaders. (Appendix 1);
- Teacher observation and informal assessment (both play an essential role in recognising high potential, particularly in the case of very young children);
- Formative and Summative Assessment;
- Observation and discussion with other members of staff. (Appendix 3);
- Discussions with parents/carers;
- Discussion with specialist teachers and outside coaches.

Once identified, the class teacher works alongside the Exceeding, Gifted and Talented Leader to provide challenging work in the classroom.

C. MOST ABLE AND TALENTED RECORDS

Staff at St James' believe it is important to continue to create a register for Exceeding, Gifted and Talented children using the various identification strategies in place within the school. This is to ensure that the pupils are challenged and that they are reaching their full potential. The Exceeding, Gifted and Talented Register is updated every academic year and kept by the class teacher and the Exceeding, Gifted and Talented Leader. It is the responsibility of the class teacher and leader to track the pupils' progress and monitor the register.

D. PROVISION

The needs of the Exceeding, Gifted and Talented pupils are met by early identification and suitable provision is given by differentiation and extension.

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Differentiation and Extension

This involves delving deeper into a given subject or topic, increasing the depth of the study. The teacher's planning needs to be differentiated and clear, with evidence of enrichment and extension activities for the exceeding. Learning should enrich, challenge and develop pupils' high order thinking skills. It should not be more of the same.

Opportunities for differentiation can be:

- By Pace and Acceleration. The exceeding child should be working with urgency. They should grasp concepts more quickly and need less practice. Larger volumes of work should be completed more quickly, whilst maintaining quality terms rather than aiming for quantity.
- By Resources. There should be ample opportunities for a variety of resources to be used.
- By Expectation. The same starting point for various pupils is acceptable in many cases, however, a good proportion of cases which are open-ended and allow individuality of response should be provided.
- By Support. Some pupils may need more guidance or increased level of support than others to complete the work.
- By Dialogue. Different levels of vocabulary and questioning may be required for different children.
- By Input. Instructions may be differentiated.

E. TEACHER'S ROLE

At St. James' RC Primary School, teachers provide rich and appropriate learning opportunities for Exceeding, Gifted and Talented children and this is shown in their planning documentation. The teachers also provide:

- A culture of high expectations where all talents and abilities are valued and excellence is strived for;
- A clear shared learning question, planned for each lesson;

- A variety of teaching styles to ensure that learning is enjoyable and challenging;
- Opportunities to develop speaking and listening skills, especially the ability to explain, justify and question;
- A variety of extension and enrichment activities requiring high order thinking skills within a challenging and supportive environment;
- The opportunity for children to become increasingly confident and develop self-esteem by allowing them to become partners in their own learning;
- Success criteria to enable the children to assess their own work;
- The opportunity for children to take risks and make mistakes.

Class teachers are responsible for teaching and monitoring all pupils in their class and are ideally placed to identify any child in their class who may be gifted or talented. The class or specialist teacher should inform the Exceeding, Gifted and Talented Subject Leader if they feel that a pupil meets the criteria for being identified as exceeding in any area. It is the responsibility of the class teacher and the subject leader to inform parents of pupil progress and give guidance on how to develop their child's potential.

F. ROLE OF THE EXCEEDING, GIFTED AND TALENTED SUBJECT LEADER

The Exceeding, Gifted and Talented Leader is responsible for:

- Monitoring the implementation of the agreed policy;
- Supporting teachers in the identification of exceeding, gifted and talented children and help to provide for them in class;
- Maintaining an up to date Gifted and Talented register, updating it annually;
- Monitoring provision for children identified on the Exceeding, Gifted and Talented register;
- Tracking the progress of the exceeding child;
- Attending Subject Leader meetings;
- Developing links with other schools and the wider community to enhance learning opportunities;
- Liaising with the Head Teacher and class teachers;
- Supporting and giving advice to colleagues;
- Contacting parents and keeping them informed;
- maintaining a list of outside organisations that may promote the child's learning and development beyond the classroom environment.

G. EXTRA CURRICULAR AND ENRICHMENT ACTIVITIES

In addition to the provision made by class teachers, Extra curricular and enrichment activities provide opportunities for the exceeding, gifted and talented children to develop their abilities by experiencing new ideas, applying skills and developing thinking in new contexts. St. James' RC School offers a wide range of extra curricular activities such as French, Spanish, Football, Cricket, Cross Country, Judo, Gymnastics, Tennis, Dance, Netball, Rugby, Basketball, Hockey, Drama, Gardening, Games, Code Club, Orchestra and Choir.

Regular music and drama productions, at both KS1 and KS2, allow talented children in these fields to develop their skills.

Musical instrument lessons are provided by the Bromley Youth Music Trust which give children the opportunity to develop their musical skills and expertise. Talented children with musical abilities can be identified and are encouraged to join Bromley Youth Music Trust and their orchestras.

Other extra curricular and enrichment activities at St James' include:

- Links with outside agencies, including music tuition and sports coaches;
- Visiting specialists - artists, musicians, dancers, writers, story tellers, scientists, sportspersons, theatre producers and an astronomy club are among those invited to the school;
- Participation in local and national challenges and competitions;
- Day trips and residential visits;
- Links with Secondary Schools;
- Subject days or weeks such as Numeracy and Science Weeks;
- Use of subject specialists – “Exceeding” numeracy and literacy class.

We believe this provision extends and enriches the experiences of all children including the exceeding, gifted and talented child.

I. MONITORING AND EVALUATING

The policy and provision for the exceeding, gifted and talented pupils is monitored and evaluated on a regular basis, allowing for necessary improvements and interventions which benefit the pupils through more effective provision. The Exceeding, Gifted and Talented Leader will continue to monitor and evaluate the progress of these pupils.

Michelle Wilson

Exceeding, Gifted and Talented Subject Leader

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Appendix 1 - Criteria for Identification in Curriculum Subjects

St. James Criteria for the Identification of Gifted Pupils in English

Pupils who are gifted in English are likely to show some or all of the following characteristics:

Creative flair

- writing or talking in imaginative and coherent ways and elaborating on and organising content to an extent that is exceptional for their age.

Stamina and perseverance

- using any suitable opportunities to produce work that is substantial and obviously the product of sustained, well-directed effort.

Communicative skills

- involving and keeping the attention of an audience by exploiting the dramatic or humorous potential of ideas or situations in imaginative ways;
- taking a guiding role in helping a group to achieve its shared goals, while showing sensitivity to the participation of others;
- writing with a flair for metaphorical or poetic expression;
- grasping the essence of particular styles and adapting them to their own purposes;
- expressing ideas succinctly and elegantly, in ways that reflect an appreciation of the knowledge and interests of specific audiences;
- using ICT to research ideas and create new text.

Ability to take on demanding tasks

- researching, comparing and synthesising information from a range of different sources, including ICT;
- engaging seriously and creatively with moral and social themes expressed in literature.

Arguing and reasoning

- creating and sustaining accounts and reasoned arguments at a relatively abstract or hypothetical level, in both spoken and written language;

- grasping the essence of any content and reorganising it in ways that are logical and offer new syntheses or insights;
- justifying opinions convincingly, using questions and other forms of enquiry to elicit information and taking up or challenging others' points of view.

Awareness of language

- understanding the nature of language and showing a special awareness of features such as rhyme, intonation or accent in spoken language, and the grammatical organisation of written texts;
- showing an interest and enthusiasm for language study, including an awareness of the relationship between the sounds and words of different languages that are not apparent to most of their peers.

St James Criteria for the Identification of Gifted Mathematicians

Our definition for a gifted mathematician is a child who show *significantly advanced abilities and skills* in all areas of mathematics. In younger children, it is evidence of the *promise* of developing abilities.

Evidence for identifying a child as being Talented in mathematics comes from a range of sources including:

- Formal assessment procedures (EYFS, KS1 SATs, KS2 SATs);
- Teacher assessment (assessment against Level descriptors or Band objectives);
- Structured or semi-structured classroom observations;
- Structured or semi-structured interviews (conferences) or questionnaires for parents;
- Notes from children's conversations or conversations with children or semi-structured;
- Evaluations by children.

Identification

Children should display a number of the following criteria but not necessarily all:

KS1

Thrives on complexity;
Works well beyond age group;
Manipulates information;
Achieves good level 3 at KS1;
Works at above Key Stage expectations;
Thrives on investigative studies;
Understands place value up to 1000 at an early age.

KS2

Child scoring above 120 on in-house testing;
Thrives on complexity;
Can explain difficult problems to others;
Asks complicated questions and wants to know more;

Completes work quickly and accurately;
Manipulates information;
Works at above Key Stage expectations;
Thrives on investigative studies and initiates own investigations;
Can develop and use formulae at an early age.

St. James Criteria for the Identification of Gifted Scientists

Our identification for a gifted and talented scientist is a child who shows significantly advanced abilities and skills in all areas of science. In younger children, it is evidence of the promise of developing abilities.

Identification

Evidence for identifying a child as being talented in science comes from a range of sources.

Children should display a number of the following criteria but not necessarily all:

KS1

- Be extremely interested in finding out about themselves and things around them;
- Be inquisitive about how things work and why things happen (they may be dissatisfied with simplified explanations);
- Start to understand and decide quickly about 'fair testing' with variables;
- Make suggestions and strategies for investigations.

KS2

- Is very knowledgeable in science information besides textbook knowledge (E.g. science tricks and science in everyday life);
- Understands abstract science concepts at an earlier age and can make good connections between facts and concepts learned;
- Be able to use more extensive science vocabulary than their peers;
- Is good at carrying out scientific investigations - be able to create a new or more clear definition of the problem, devise new and more efficient or effective methods to solve a science problem, able to formulate hypotheses and conduct investigations carefully;
- Be self-motivated in learning science and likes to challenge self to try different strategies to solve science problems and persists until the problem is solved (willing to spend long periods working alone);

- Be able to evaluate own experimental design, suggest modifications to experimental design and make appropriate conclusion;
- Be self-motivated and willingly put in extra time reading around the subject.

St. James Criteria for the Identification of a Gifted RE Student

Pupils who are gifted or talented in RE are likely to:

- Show high levels of insight into, and discernment beyond, the obvious and ordinary;
- Make sense of, and draw meaning from religious symbols, metaphors, texts and practices;
- Be sensitive to, or aware of, the numinous or the mystery of life and have feeling for how these are explored and expressed;
- Shows high level of sensitivity and empathy;
- Understand, apply and transfer ideas and concepts across topics in RE and into other religious and cultural contexts;
- Is intrigued by human nature and questions the actions of individuals and society as a whole.

They may also:

- Have highly developed skills of comprehension, analysis and research;
- Show quickness of understanding and depth of thought;
- Show strong feelings and opinions;
- Question deeply;
- Discuss in detail and elaborate.

St James Criteria for the Identification of Gifted Children in Humanities

Our definition for a child gifted in Humanities is a child who show *significantly advanced abilities and skills*. In younger children, it is evidence of the *promise* of developing abilities.

Evidence for identifying a child as being Gifted in Humanities comes from a range of sources including:

- Formal assessment procedures (EYFS, KS1 SATs, KS2 SATs)
- Teacher assessment (assessment against Level descriptors or Band objectives)
- Structured or semi-structured classroom observations
- Structured or semi-structured interviews (conferences) or questionnaires for parents
- Notes from children's conversations or conversations with children or semi-structured
- Evaluations by children

Identification

Children should display a number of the following criteria but not necessarily all.

- Skills level a key stage higher than age expectant e.g. chronology, map reading.
- Skills level a Band or more higher than expectant
- Takes questioning one step further than expected.
- Discusses in detail and elaborates.
- Works beyond the group.
- Show strong feelings/opinions.

- Already knows.
- Draws inferences.
- Is intense about subject.
- Manipulates information.
- Initiates own projects/self-directed.
- Has original ideas.
- Can discriminate and discuss the credibility of sources.
- Can clearly empathise why people behave as they do and give reasoned justification.

St. James Criteria for the Identification of Talented PE Student

Pupils who are gifted or talented in PE / sport are likely to show many or all of the following characteristics in their performance and approach to PE, sport and dance.

In their **approach to work** they may:

- be confident in themselves and in familiar contexts
- take risks with ideas and approaches, and be able to think 'outside the box'
- show a high degree of motivation and commitment to practice and performance.

In their **performance** they may:

- be intelligent, independent, thoughtful performers, actively forming and adapting strategies, tactics or compositions
- be able to reflect on processes and outcomes in order to improve performance, understanding the close and changing relationship between skill, fitness and the tactics or composition of their performance
- be good decision-makers and able to take the initiative, often showing high levels of autonomy, independence and leadership
- be creative, original and adaptable, responding quickly to new challenges and situations, and often finding new and innovative solutions to them.

In **body skillfulness and awareness** they may:

- have a high degree of control and coordination of their bodies
- show strong awareness of their body in space
- combine movements fluently, precisely and accurately in a range of contexts and activities.

- Some pupils may have unusual abilities in specific aspects of the programme of study or areas of activity, such as: evaluating and improving performance through leadership acquiring, developing and performing advanced skills and techniques
- Have a conceptual understanding, shown through the sophisticated selection and application of advanced skills, tactics and compositional ideas for their age
- particularly high levels of fitness for their age, in both specific and general areas
- have specific strengths in general areas, such as games activities or dance activities.

St. James Criteria for the Identification of Gifted Pupils in Computing

Pupil's who are gifted in Computing are likely to:

- **Demonstrate Computing capability significantly above that expected for their age.**
e.g. quickly meeting the needs of the new curriculum.
- **Learn and apply new computing techniques quickly.**
e.g. using shortcut keys for routine tasks effectively and appropriately.
- **Use initiative to exploit the potential of more advance features of Computing tools.**
e.g. pupils investigate the source code of websites when creating their own.
- **Transfer and apply Computing skills and techniques confidently in new contexts.**
e.g. applying skills in cross curricular sessions (Science- making graphs.)
- **Explore independently beyond the given breadth of a computing topic.**
e.g. validate information they have found from a website.
- **Initiate ideas and solve problems.**

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- **Use computing effectively and creatively, developing systems that meets personal needs and interests.**
e.g. Use their computing skills at home/tablets/laptops.

When identifying pupils who are gifted in Computing, it is important to remember that they may not be gifted in all aspects of the subject.

St. James Criteria for the Identification of Talented Pupils in Music

Pupils with talent in music will show evidence of particular ability by:

- A strong sense of self and personal identity and emotional fulfilment through music.
- Bringing their own original and imaginative internal musical ideas to their music making and communicating them to a wider audience.
- Having a special form of sensitivity and feeling, and a need to externalise musical ideas in an expressive way, both in their playing and their compositions.
- An ability to demonstrate a higher level of discernment, intuition and response to both their own musical ideas and the ideas of others.
- Demonstrating a concentration in playing and performance that almost seems to exclude others as they become absorbed in their musical work
- Many exceptionally gifted children may wish to work alone then given creative tasks in the classroom rather than engage in group work with others

- Showing a passion and a drive when performing, coupled in some cases with a strong identification with a chosen instrument and its sound and qualities.
- Showing the ability to improvise creatively and expressively.
- Showing a particularly high ability in recalling sounds, imitating musical ideas and conveying them accurately, though not necessarily through singing.
- Having a clear idea of what they wish to play and learn, together with developing a sense of direction in creating their own repertoire of musical material or ideas, both in performance interpretation and composition.

St. James Criteria for the Identification for Talented Pupils in Art.

- Has an individual style.
- Can interpret the subject in original ways, is imaginative.
- Perception advanced beyond his/her chronological age.
- Can use several elements of art in an advanced form beyond expectation.
- (not just the child who can draw well).
- Shows artistic flair in several media.
- Has an understanding of colour.
- Knows what a finished product will look like.
- Can show a different personal response to those expected/ or directed.

- Shows a mature response to the work of other artists often seeing beyond the obvious.
- Keenly/ critically observant.
- Older children may express a more emotional level of sensitivity.
- Can draw what is seen not what is thought to be seen.
- Successfully experiments with the visual elements.

St James Criteria for the Identification of Gifted Children in Design Technology

Our definition for a child gifted in Design technology is a child who show *significantly advanced abilities and skills*. In younger children, it is evidence of the *promise* of developing abilities.

Evidence for identifying a child as being Gifted in Design Technology comes from a range of sources including:

- Formal assessment procedures (EYFS, KS1 SATs, KS2 SATs)
- Teacher assessment (assessment against Level descriptors or Band objectives)
- Structured or semi-structured classroom observations
- Structured or semi-structured interviews (conferences) or questionnaires for parents
- Notes from children's conversations or conversations with children or semi-structured
- Evaluations by children

Identification

Children should display a number of the following criteria but not necessarily all.

KS1 & KS2

- Is original, creative but realistic in the design process.
- Is able to work in a wide range of materials and situations successfully.
- Produces articles of consistent high quality for his/her age. Showing a deep understanding of the materials.
- Evaluates and adapts to problems encountered is persistent and inventive.
- Child is willing to work with unfamiliar materials and processes.
- Initiates projects.
- Thrives on complexity.
- Is self-critical and can identify strengths and weaknesses in finished products and can suggest solutions.
- Carries on outside school without being prompted.

Appendix 2 – Able Underachievers

Characteristics of Able Underachievers

Studies of gifted and talented children who are underachieving show they may exhibit some of the following characteristics:

- Large gap between quality of oral and written works.
- Failure to complete daily school work.
- Poor execution of work.
- Persistent dissatisfaction with accomplishments.
- Avoidance of trying new activities.
- Low self esteem.
- Aggressive behaviour.
- Not functioning well in group situations.

- Lack of concentration.
- Setting unrealistic goals – too high or too low.
- Difficulty in peer relations.
- Poor attitude to school.
- Dislike of drill and memorisation.

Appendix 3 - General Characteristics of Gifted & Talented Pupils

General Characteristics of Gifted, Talented and Exceeding Pupils - he or she may:

- be a good reader
- be very articulate or verbally fluent for their age
- give quick verbal responses (which can appear cheeky)
- original in expressing ideas and receptive to new facts and situations
- have a wide general knowledge
- can generalize from specific facts
- can establish relationships between past and present learning
- is imaginative
- learn quickly
- good powers of observation
- work at a level beyond that expected for their year
- be interested in topics which one might associate with an older child
- communicate well with adults - often better than with their peer group
- have a range of interests, some of which are almost obsessions
- show a passion for particular subjects and seek to pursue them actively and enthusiastically engaging in subject depth.
- show unusual and original responses to problem-solving activities

- can solve mathematical problems
- prefer verbal to written activities
- can read from an early age and reads quickly and widely.
- be logical
- be self taught in their own interest areas
- be able to concentrate and persevere to a greater extent than other children of the same age group.
- have an ability to work things out in their head very quickly
- have a good memory that they can access easily
- be artistic
- be musical
- excel at sport
- have strong views and opinions
- have a lively and original imagination / sense of humour
- be very sensitive and aware
- focus on their own interests rather than on what is being taught
- be socially adept
- appear arrogant or socially inept
- be easily bored by what they perceive as routine tasks
- show a strong sense of leadership
- not necessarily be well-behaved or well liked by others.