

# PLYMOUTH COLLEGE PREPARATORY SCHOOL



## GIFTED AND TALENTED POLICY Including Early Years Foundation Stage

### AIMS

Plymouth College aims to provide for the individual needs of all pupils. Therefore it is important that the needs of Gifted and Talented pupils should be recognised and strategies developed for their identification and support. The school keeps a Gifted and Talented Register and meetings are held once a term to review this list. If at any time a member of staff feels a child should be on the register they should speak to the Gifted and Talented SENDCo who will add it to the 'Children under Review List' which is reviewed at every Gifted and Talented Meeting.

It is critical to recognise the existence of all round exceptional ability, but we also recognise that some pupils are gifted in specific areas. There should be flexible provision for pupils requiring enrichment and support in order to achieve their full potential and raise their aspirations and attainment by developing their:

- Ability to learn
- Range of knowledge
- Core skills such as problem solving
- Creativity
- Intellectual curiosity
- Specific talents

A variety of processes will enable Gifted and Talented pupils to be identified. What really matters is that staff are aware of pupils who are recognised as being very able so as to ensure that their needs are being met.

### IDENTIFICATION & ASSESSMENT

Gifted pupils are defined as having a particular academic ability to a level significantly ahead of their year group in one or more subjects in the statutory school curriculum other than Art, Music and PE. Talented pupils will have aptitude in Arts, PE or Music. 'All Rounders' will have a range of academic ability and talents. All pupils who have the potential to achieve, but are not demonstrating regularly high achievement need to be included.

Gifted and Talented learners *may* also have other skills such as:

- a) good leadership or organisational skills
- b) be able to apply rules and transfer skills across subjects with ease
- c) make connections easily between past and present learning
- d) have an in depth passion for a specific subject and pursue it independently
- e) show intellectual maturity and be able to discuss and debate ideas
- f) produce creative solutions to common problems

A variety of methods will be employed to provide identification data, which will include:

- Quantitative data including NFER, VR and NVR tests, including rate of progress and value-added data, and progress in English and maths
- Music, art and sporting assessments
- Qualitative information, including teacher assessment and nomination, nomination by parents and referral by outside agencies
- QCA Guidance on teaching gifted and talented – subject specific. See [www.nc.uk.net/gt/general/index.htm](http://www.nc.uk.net/gt/general/index.htm)

The identification process will be rigorous, transparent and fair, and will not discriminate against particular groups (for example by gender, social class and ethnicity). It will be flexible so that pupils who join the school throughout the year, or who are late developers, will be included if they meet the criteria.

Identified pupils should be known to all of their teachers, and their progress monitored.

We are aware that giftedness does not always match achievement. For example, a child may have a very high score in mental Maths but is not always able to record or interpret written Maths. In these cases, much discussion and observation are necessary to ensure the realisation of the child's potential.

A child may be moved on or off the Gifted and Talented Register over time as he/she may often develop at different rates.

## **PROVISION**

The central aim of Plymouth College is to provide all of our pupils with educational experiences and opportunities which will enable them to discover and fulfil their own potential. All programmes of work will have opportunities for enrichment and extension activities.

### **Curriculum:**

Differentiation will be built into our curriculum planning:

- Differentiation by outcome; children may respond at very different levels to the same stimulus
- Differentiation by task; some materials or activities will be accessible to only the most able pupils
- Differentiation by pace; Gifted and Talented pupils need the facility to proceed at greater speed
- Good practice as described in 'Every Child Matters' is encouraged

There will be a commitment to developing extension and enrichment materials that:

- Allow individuality of response, but also provide opportunities for collaborative group work
- Encourage creativity and imagination
- Encourage high quality thinking/using higher order skills
- Provide many open ended situations and questions
- Give a sense of satisfaction and enjoyment

- Open up further opportunities for researching language enrichment activities – school newspaper, or given choice in how they present work and findings
- Involve an abstract quality in both number and language
- Involve problem solving and decision making
- Encourage empathy

Differentiated homework will be made available when appropriate, including open ended tasks.

As wide an expertise as possible should be used in providing for gifted pupils. Suggested schemes may include:

- Involvement with national associations to identify and make use of expertise from the community
- National activities and special events
- Opportunities made available by university links
- Workshop activities
- Opportunities to exercise leadership and develop communication skills in a peer tutoring situation
- Links could be established/extended with other organisations

### **Pastoral Care**

Gifted and Talented pupils need to be encouraged to integrate as fully as possible into the life of the School.

For some students, their giftedness may cause them considerable problems and all staff should bear in mind the following points:

- Gifted and Talented pupils may exhibit classic symptoms of 'deviant' behaviour owing to frustration, impatience and self-consciousness
- Students of high intellectual ability way ahead of their chronological age: social growth does not always keep pace
- Some Gifted and Talented pupils find their ability isolating and become loners
- Under achievement may be caused by Gifted and Talented students feeling threatened by peer pressure
- Some Gifted and Talented students appear 'different' from their peers
- All pupils respond to praise and it is just as important to Gifted and Talented students; there is a danger that praise is not given because expectations are so high

## **THE ROLE OF THE GIFTED AND TALENTED CO-ORDINATOR**

Plymouth College's Gifted and Talented Co-ordinator, usually SENDCo, will be responsible for the following:

- Developing and maintaining the College's Gifted and Talented register
- Supporting pupils who wish to attend Summer Schools by validating their application form.
- Ensuring that all staff are aware of pupils registered Gifted and Talented
- Leading the development, implementation and evaluation of the School's policy for identifying its cohort of Gifted and Talented pupils and the teaching and learning programme for them
- Liaising with SENCO to help promote a cohesive approach to meeting the needs of Gifted and Talented pupils
- Liaising with other schools' Gifted and Talented Co-ordinators
- Leading the implementation of an effective whole school policy on support for able pupils, linking it with policies on assessment and recording
- Identifying and undertaking related staff development activity
- Demonstrating good classroom practice in teaching the School's most able pupils
- Liaising with parents
- Liaising with the Senior Management Team

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