

Edison International Academy – DH Gifted and Talented Policy

“Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).”

RATIONALE

‘A rising tide lifts all ships.’ (Joseph Renzulli, 1998)

DH values all students equally and endeavours to ensure that each student should have the opportunity to realise his/her potential in a challenging and supportive environment. DH will have, at any time, talented or gifted students, some of whom may be exceptionally able and this may be in one or more areas of learning. We believe that we can make a difference in enabling these students to achieve the greatest possible progress and recognise the value and importance of identifying and celebrating their achievements and successes. Research has shown that by making provision for the gifted, talented, the standards of achievement are raised for all students. Our definition of ability recognises academic and practical performance as well as those who show outstanding artistic, musical and creative talent, physical skills, leadership qualities and the ability to process ideas and information. We recognise that a student may possess this potential but, they themselves, may be unaware of it and it's not actively demonstrated by their performance.

LINK TO THE SCHOOL CORE VALUES AND AIMS

This Gifted and Talented policy is aligned to the following Core Values/Aims:

- Addressing the individual needs of all students, including special needs, gifted and talented and English language learners.
- Responding to individual circumstances.

AIMS

The aim of this document is to ensure a consistent approach to the identification and support of the gifted/talented student through:

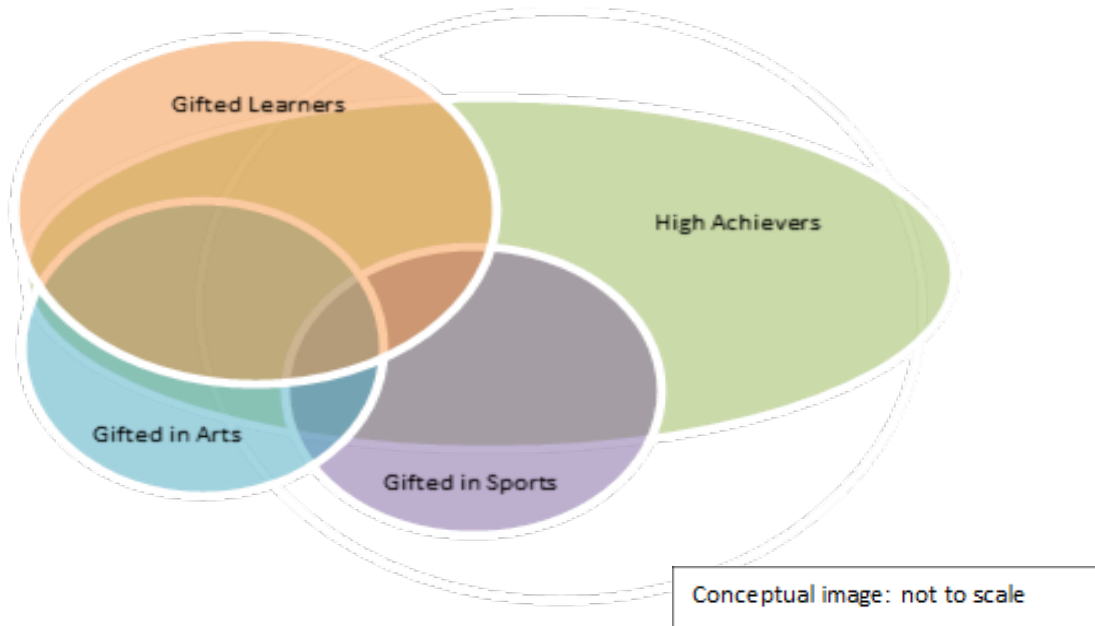
- An agreed, shared definition of the terms "more able", "gifted", "talented"
- Identification of talented or gifted student's as early as possible by Gifted & Talented Team /GL data or teacher judgment.
- Identification by the use of objective assessment measures
- Meeting student's needs with a range of appropriate strategies like an extended study project.
- Raising staff awareness of the range of strategies available to them
- Providing access to a suitably differentiated and challenging curriculum
- An emphasis on creating opportunities for students to identify 'their gifts' and talents and for abilities to flourish
- Fostering a culture of achievement by creating a climate of learning and excellence throughout the school
- Promoting opportunities for disadvantaged learners e.g. ESL /ASL /Intervention Programmes.
- Working in partnership with parents/carers to help them promote student's learning and development
- Making use of links with other schools and the wider community to enhance learning opportunities

DEFINITION OF GIFTED AND TALENTED STUDENTS Gifted:

We use the term 'gifted' to mean those students who are capable of excelling academically in one or more subjects. Giftedness is the presence of high levels of natural abilities across cognitive, creative, socio-affective and sensory-motor domains and is commonly characterised by an advanced pace of learning, quality of thinking or capability for remarkably high standards of performance compared to students of the same age.

Talented:

'Talented' refers to those students who may excel in practical skills such as sport, leadership, artistic performance, or in an area of vocational skill. In comparison with their peers, when engaged in their area of expertise.



Note:

There is a significant group of high achievers whose attainment is within the top cohort of the ability range in their peer / year group, but who are not considered to be gifted.

GENERAL CHARACTERISTICS OF GIFTED AND TALENTED LEARNERS

The following characteristics are not necessarily proof of high ability but they may alert teachers to the need to enquire further into an individual's learning patterns and ability levels.

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);
- have a wide general knowledge;
- learn quickly;
- 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 unusual and original responses to problem-solving activities;
- prefer verbal to written activities;
- be logical;
- be self-taught in his/her own interest areas;
- have an ability to work things out in his/her head very quickly;

- have a good memory that s/he 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 his/her 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; and/or not necessarily appear to be well-behaved or well-liked by others.

Underachievement

Gifted and talented underachievers may tend to:

- have low self-esteem;
- be confused about their development and about why they are behaving as they are;
- manipulate their environment to make themselves feel better;
- tend to have a superior attitude to those around them; and find inadequacy in others, in things, in systems, to excuse their own behaviours.

Sometimes those with abilities in one or more areas of learning may also suffer from a disability or difficulty in others. This can present a considerable barrier to the achievement of potential, as well as leading to frustration and disaffection. Developing strategies and approaches to countering underachievement is an integral part of the school policy for gifted and talented provision.

The key aspects of underachievement that need to be taken into account and considered are:

- What are the **indicators** of underachievement?
- What are the **causes** of underachievement?
- What are some ways of **countering** underachievement?
- Are there potential causes due to **dual or multiple exceptionalities**?

IDENTIFICATION

There is a wide range of identification strategies available to the teacher. It is important to note that no single process should be used in isolation. The identification process needs to be ongoing. In the case of children with dual or multiple exceptionalities the class teacher should liaise closely with the Principal /Deputy/ Year Group Leader as assessments may need to be tailored to meet the specific needs of the child.

Examples of ways of identifying students who are significantly ahead of their year group are:

- They are working at a level which is in line with 2-year groups above.
- They have a score of 127+ in Cognitive Abilities Test (CAT4), GL's in English, Maths, Science (Primary).

The following strategies are available to help identify gifted and talented students;

Identification methods

Both qualitative and quantitative information should be used by teachers to identify gifted and talented students. Teachers are likely to obtain the best results by drawing on a wide range of information sources.

A range of popular methods for identification are listed below.

- Teacher/staff nomination - three or more nominations
- Subject-specific checklists/criteria
- School based summative and formative assessments
- Assessment of children's work
- Peer nomination
- Referral by parents with supporting documentation
- Discussions with children/young people
- Previous school records at time of admission
- Anecdotal information, especially relating to sports, arts or out of school activities

Methods can differ between year groups and between different subjects.

Care should be taken to ensure that identification

- reflects ability, rather than achievement;
- includes talent areas; and
- does not unduly disadvantage any group of learners, including those from lower income backgrounds, children with special educational needs and particular ethnic or gender groups.

It is essential that the level of giftedness of students is identified in order to identify the small number of students who are 'highly gifted'. It is probable that these students will need a different level of provision, including a Learning Profile.

ASSESSMENT METHODS

- Teacher observation
- Benchmark tests/assessments – end of key stage tests & GL testing etc.
- In-house subject tests or assessments
- Response to increased challenge
- Provision of opportunity
- Response from external agency e.g. sports club, community, Ministry of Education

Once identified the class teacher will work alongside the Principal /Deputy/ Year Group Leader to validate this nomination with assessment data. If agreed that the criteria are met, the student's name is entered in the G&T register and parents may be invited to the school to discuss ways in which the student's needs can be met and how they can be supported.

MODES OF WORKING

The class teacher will:

- Take steps to liaise with teachers and team to identify 'gifted' and 'talented' students across their year groups
- Assess/gather data to support the nomination
- Liaise with the Principal /Deputy/ Year Group Leader and parents throughout the time the student is in their class
- Agree, plan and implement appropriate provision
- Record strategies to be used

- Include provision in medium & short term plans, as appropriate
- Review provision regularly

It is the role of the Principal /Deputy/ Year Group Leader to:

- Liaise with class teachers
- Make the teacher aware of the assessment data required
- Collate the assessment materials and results
- Work with the teacher to support the student and plan provision
- Contact parents and keep them informed
- Maintain the Department/ Phase G&T register and update annually
- Work with all parties to decide upon the strategies to be used to maximise learning and development
- Liaise with and arrange other agency referrals as appropriate
- Review provision on a regular basis
- Review the effectiveness of the policy

PROVISION

Provision within School

Where a student is gifted or talented in one or more areas, they will be supported with high expectations and planning within the classroom. Teachers should seek to use a variety of techniques and strategies to provide for the 'gifted' child.

Planning for the 'gifted' & 'talented' student:

- Identifying provision for 'gifted' and 'talented' students in subject policies and plans
- Identifying clear stages of development in schemes of work
- Planning a differentiated curriculum with a balance of whole class, group and individual teaching
- Restructuring class organisation or student grouping, e.g. setting
- Setting differentiated homework
- Differentiation through pace, task, dialogue, support, outcome, resource, content and/or responsibility
- Planning a variety of extension and enrichment activities

Challenging the 'gifted' & 'talented' student: • Problem solving and investigation to develop reasoning and thinking skills

- Use and model open-ended questions and tasks
- Introduce elements of competition within and outside peer group
- Competition against self through target setting
- Opportunities for creative and productive thinking

Extending and enriching the curriculum:

- Visiting experts and range of materials and resources • Visits/workshops from poets, writers, artists, musicians etc.
- Use of subject specialists
- Use of additional support, TA's, other adults, for one to one or group work to extend child in a specific area (social or academic)
- Links with outside agencies (music tuition, sports coaches, etc.)
- Clubs at lunchtime or after school, covering academic as well as other activities
- Participation in special competitions

- Enrichment sessions during the school year
- Activities with other schools
- Consideration of the enrichment activities provided by outside associations and organisations

Provision outside School

The most effective support the school can provide to parents of 'gifted' and 'talented' students is via open communication of information about progress and strategies adopted.

The school will need to make use of:

- Subject specialists
- Visiting experts (local universities)
- Specialist clubs and societies
- National Associations
- The Internet

CONTINUITY AND PROGRESSION

- Information on students is provided on transfer between classes
- Information on students is provided on transfer between schools

MONITORING, ASSESSMENT AND EVALUATION

Student achievements will be monitored and evaluated.

This process will include:

- Regular observation and recording of progress across the curriculum
- Encouraging students to assess and review their own performance
- Valuing out of school achievements
- Intervention activities to prevent underachievement

CONTINUING PROFESSIONAL DEVELOPMENT

- Appropriate in-service training for all staff
- Involvement in partnership coordinator meetings and training initiatives

PROCESS FOR DEVELOPMENT AND REVIEW

- The school has an action plan to support the implementation of this policy with clearly identified monitoring and evaluation opportunities
- Our commitment to support the gifted and talented pupils is reflected in our School Development Plan
- This policy and the success of the school's provision for the 'gifted and talented' students will be reviewed annually by SMT.

LINKS TO OTHER POLICIES

This G&T policy should be read in conjunction with the Curriculum policies and SEND policy.

The school community is committed to providing the full range of opportunities for all students, regardless of gender, disability, ethnicity, social, cultural or religious background. All students

have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

GIFTED AND TALENTED INDICATORS RELATED TO PHASE

Some children display signs of high ability at an early age. However, since an individual's level of ability is not fixed and may develop significantly over time, the stage at which high potential is demonstrated will vary from one child to another. Teacher observation and informal assessment play an essential part in recognising high potential, particularly in the case of very young children. Whilst characteristics of high ability may be displayed at any age, some features may become particularly prominent during one phase of development and of schooling. Similarly, it is important that schools and colleges should meet the needs of gifted and talented learners in ways which are most appropriate for the stage of personal, social and emotional development which has been reached. The table below provides some examples of particular characteristics and needs of learners which may be most prominent, though not found exclusively, during one phase of schooling or another. These are indicative and not definitive.

Early Years	Primary
Is it precocity or giftedness?	Needs fewer steps in process.
Uneven development.	Enjoys increased pace.
Gets cross if task too easy/hard.	Needs less instruction & practice.
Needs to own extended tasks.	Thrives on independent study.
May display 'unique creativity'.	Copes with abstract tasks.
Often easily bored & disruptive.	Likes open-ended situations.
Very good verbal/reasoning.	Needs to learn to fail.
Needs enrichment more than acceleration.	Responds to a wide variety of creative opportunities.
Can show reflection above age.	Needs to be encouraged to take risks.
Emotional literacy can lag behind academic work.	Needs to develop self-esteem in supportive environment.
Identification for understanding and provision not labelling.	Whatever the intellectual level must remember actual age.