

# Haddenham Community Junior School

## Policy for Gifted and Talented Children

### **Our Vision:**

**We provide a safe, stimulating and successful environment to enable all children to develop their full potential to prepare them for the next stage of their lives.**

### Rationale

At HCJS we believe that every pupil is entitled to a broad and balanced curriculum, experiencing a range of teaching strategies and classroom organisation. To meet the particular needs of the gifted and talented children we aim to include additional enrichment and enhancement in all curriculum areas. The five elements of personalised learning (assessment for learning, effective teaching and learning, curriculum entitlement and choice, organising the school, beyond the classroom), and the equal opportunity agenda ensure that these aims are at the forefront of provision for **all** children.

### Equal Opportunities

#### Equality

In line with the Equality Act 2010, we will not discriminate against any pupil because of their sex, race, disability, religion or belief, sexual orientation, pregnancy or gender reassignment. ( Ref. - [www.equalities.gov.uk/equality act 2010](http://www.equalities.gov.uk/equality%20act))

### Definitions

**Gifted** - describes pupils who have the ability to excel academically in one or more subject areas.

**Talented** - describes pupils who have the ability to excel in practical skills such as sport, leadership and artistic performance.

### Identification

Teachers nominate pupils from their class. They are asked to consider the top 5% of pupils who they believe are gifted and/or talented relative to their peers. Gifted children may be more evident as the tracking system in school will highlight any individuals. However, it is **ability** rather than **achievement** meaning that underachievers are also identified amongst this group. Talented children may also be identified by outside agencies such as parents, sports organisations etc..

(The Co-ordinator keeps further resources designed to aid the teachers in identification.)

Pupils may show ability through:

- Physical talent
- Artistic talent
- Mechanical ingenuity
- Leadership skills
- High intelligence
- Creativity
- Interpersonal skills

Since relative ability changes over time, learners may move on and off the register when appropriate. It is not school policy to inform parents when their child is on the register, unless relevant extra-curricular experiences are available.

The register of nominated children is kept by the Gifted and Talented Co-ordinator, as well as by class teachers.

### **Whole School Approach**

The school uses the IQS/CQS to monitor provision for learners. Our approach is that raising standards for the few will inevitably raise standards for all learners. Every teacher has a copy of 'Effective Provision for Gifted and talented Children in Primary Education' which is based around the five elements of personalised learning and is a useful guidance.

Termly 'Challenge Days' focus both on providing challenging team activities for all children, but also to utilise and identify those with leadership skills.

The school was awarded the 'Swan Award' in 2009 in recognition of our excellent provision of sport. Talented sporting pupils are catered for in a variety of ways including being offered expert tuition in a variety of activities.

Enrichment activities are a key component of 'exciting' gifted and talented children. Our enrichment programme includes: competitions, visits, productions, visiting experts, sports training, clubs, MFL from Year 3, as well as enrichment days/weeks where the timetable is temporarily suspended for special focused activities. We have also developed links with several secondary/grammar schools and are able to offer pupils with a particular gift or talent, the opportunity to take part in activities with these schools.

### **Classroom Approach**

Much of what gifted and talented children need is exactly the same as other children. They need challenge and support, expectations of appropriate behaviour and recognition of every kind of ability. From the beginning of the day, when teachers will set up 'prime time' activities which will get the children thinking (mathematical, word, picture, verbal reasoning puzzles etc.) to the end, when

teachers read the class novel to the children, effective routines are in place which focus on good presentation, self reflection, clear 'child friendly' learning objectives and a variety of teaching methods. Diversity is celebrated and both effort and achievement are acknowledged. Children are encouraged to understand and appreciate a wide range of abilities, talents and strengths, drawing attention to the different contributions made by individuals to a lesson, helping to demonstrate that everyone is valued. Our ethos of 'having a go' is valued as much as 'getting it right' and this is an important part of meeting an individual's needs, as is a shared understanding that mistakes can be a force for good if we learn from them. Teachers employ a number of strategies to encourage challenge: breadth (enrichment), depth (extension) and pace, building in opportunities for gifted and talented pupils to perform beyond the level expected for their age.

(see also attached appendix - 'The Teachers' Role')

Caroline Sweeney  
February 2012

## **Appendix 1**

### **The Teacher's Role**

To show:

1. Agreement about the higher level skills we want able children to acquire.
2. High teacher expectation.
3. Clear outcomes both for task generally and for more able.
4. Variety in types and nature of activities.
5. A teacher pupil relationship which encourages questions, personal reflection and the formulation of personal opinions.
6. Balance between structure and opportunities for independence.
7. Planned extension in all activities.

## The Teacher's Challenge

To encourage children to:-

1. Plan, do, review.
2. Work from a difficult text.
3. Work from a variety of texts.
4. Record in an unusual way.
5. Role play.
6. Investigate and problem solve.
7. Provide choice in how to handle content.
8. Make decisions
9. Attempt questions set with no correct answer.
10. Provide answers for questions they set themselves.
11. Work from one text or artifact.
12. Tap higher level mental processes - analysis, evaluation, synthesis.
13. Undertake time restricted activities.

Bibliography - QCA Working with gifted and talented Children

**Gifted and Talented Audit of Activities**

<b>DT</b>	Year 5 to Princes Risborough Secondary School making electronic 'jitterbugs', national Garden Design competition for RNID - entries through to national exhibition,
<b>PE</b>	Swan Award achieved in 2009 in recognition of high level of sports opportunities offered, Summer School at AHS, District Sports, Team selection - Yr 3 /4 badminton, 3/4 tag rugby, 5/6 boys football, 4/5/6 girls football, 5/6 tag rugby, 5/6 cricket, Cross Country, Yr 6 games - cricket, football, tag rugby, multi-skills, table tennis, tennis, hockey, Yr 3/4/ football, tennis coaching
<b>GEOGRAPHY</b>	Outdoor Education Week - expertise/interests given opps.
<b>HISTORY</b>	Ancient Egypt museum (Year 5)
<b>ICT</b>	Maths In Motion, ICT club
<b>LITERACY</b>	Drama club/performances, Handwriting competition
<b>MATHS</b>	Extension groups in place, World Maths Day, selected pupils enter the national Primary Maths Challenge, Maths in Motion, Maths Master classes
<b>MUSIC</b>	Peripatetic classes throughout the week, choir, concerts
<b>PHSE</b>	Learning to learn week at the beginning of the academic year, Playleaders
<b>RE</b>	Faith Tour
<b>SCIENCE</b>	Year 5 to Sir Henry Floyd Grammar School for Science experience day, ,Year 5 Quiz Club competition
<b>OTHER</b>	Termly Challenge Days, Mini Enterprise Competition, numerous clubs, National Quiz Club competition (general knowledge)