

Oakfield School

More Able/Gifted and Talented Policy



Review Date:	October 2021
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OAKFIELD SCHOOL

More Able/Gifted and Talented Policy

Definition

There are many definitions of the terms 'More Able/Gifted and Talented'. This policy adopts the definitions taken from Excellence in Cities (EiC), which identifies:

'More Able/Gifted' pupils as those who have abilities in one or more subjects in the statutory school curriculum other than Art and Design, Music and PE. ('High attainers' or 'more able' pupils would be classed as 'Gifted' under this definition.)

'Talented' pupils as those who have abilities in Art and Design, Music, PE, or in Sports or Performing Arts such as Dance and Drama.

'More Able', 'Gifted' or 'Talented' pupils may also demonstrate higher levels of attainment relating to specific kinds of intelligence such as:

- Language
- Logical and Mathematical
- Spatial
- Musical
- Bodily-kinaesthetic
- Interpersonal
- Intrapersonal

A pupil who is an 'all-rounder' will be classed as 'More Able/Gifted and Talented'. If a child achieves a standardised result in a test of 130 or more, he or she will be classed as 'Gifted'.

We recognise that we are unlikely to encounter numerous pupils who we would categorise as truly 'More Able/Gifted'. However, we do not exclude the possibility that we will encounter some. We firmly believe that a number of our pupils show enhanced academic capabilities and still more demonstrate talent in various skilled areas.

The Work of Dr Linda Silverman of the Gifted Development Centre in the USA resulted in there being an identified set of characteristics of children with high learning potential. Different children with high learning potential will have a different mixture of the characteristics but each should display a majority of them.

25 descriptors were selected as representative of the majority of children tested as having high learning potential, applicable to a wide age range, applicable to children of different socioeconomic backgrounds, gender fair, easily observable in the home environment and brief and clearly worded.

- Learns rapidly
- Extensive vocabulary
- Excellent memory
- Reasons well
- Strong curiosity
- Compassion for others
- Vivid imagination
- Long attention span
- Concern with justice and fairness
- Emotionally sensitive
- High energy level
- Perfectionist
- Questions authority
- Perseverant in interests
- Wide range of interests
- Good at puzzles
- Ability with numbers
- Judgement mature at times
- Quirky or grown-up sense of humour
- Intense
- Morally sensitive
- Prefer older companions and/or adults
- Keen observer
- Early or avid reader
- Highly creative

Aims

At Oakfield School we value the individuality of each and every child and thus acknowledge the importance of helping every child to recognise the spectrum of their capabilities, in order to fulfil their potential.

We are committed to educational provision which encourages all pupils to maximise their potential and this most certainly includes pupils who are identified as 'More Able', 'Gifted' or 'Talented'.

All children have a right to an education suited to their needs and aspirations. The best provision for 'Gifted and Talented' children is determined mainly by the quality of teaching they receive.

We are aware that the best teaching challenges 'More Able/Gifted and Talented' children by extending their thinking, understanding, knowledge and skills and allowing them to apply these throughout their learning.

In providing specifically for 'More Able/Gifted and Talented' pupils, Oakfield School aims to:

- identify 'More Able/Gifted and Talented' pupils as early as possible
- provide learning experiences appropriate to their needs
- provide suitable resources supporting their needs
- provide additional support from other organisations as appropriate
- plan differentiation carefully to meet their needs.

Identification of the gifted and talented

A 'More Able/Gifted' or 'Talented' pupil should be identified using a variety of possible sources, including:

- teacher/staff nomination
- formal assessment results
- informal assessment
- parental comments
- pupil comments/attitudes (personal or peer)
- outside agencies
- specialist teacher identification (e.g. peripatetic music staff and sports coaches)

Staff will take into account the facts that 'More Able/Gifted' or 'Talented' pupils can be:

- good all-rounders
- high achievers in solely one area
- of high ability but with low motivation
- of good verbal ability but poor writing skills
- very able but with a short attention span
- very able with poor social skills
- keen to disguise their abilities.

Everyone in school has a responsibility to recognise and value pupils' abilities and staff are aware of the possible issues connected with providing for 'More Able/Gifted and Talented' pupils, including that:

- unnecessary repetition of work is de-motivating and de-motivated pupils will not always demonstrate potential
- there is sometimes peer pressure to under-achieve
- 'Gifted' pupils are not always easier to reach than other pupils
- Parental pressure can be a factor.

'More Able/Gifted' and 'talented' pupils will be identified formally every year as part of the individual target setting process. Informal identification will also take place. Staff will report identified pupils to the Head of Curriculum or SENCo. These members of staff will maintain a register of 'More Able/Gifted' and 'Talented' pupils. The Co-ordinators for this area will then inform the Head teacher.

The Gifted and Talented Register

Nominations for the More Able/Gifted and Talented register may be made by any staff at any time. Such nominations are regularly reviewed (termly) by the Head of Curriculum and SENCo.

The Head of Curriculum and SENCo will liaise with class teachers regarding children's progress and at the end of the summer term class teachers along with the co-ordinator assess each entry and discuss whether to remove or amend them.

The register is a fluid document and we recognise that it may change often. Parents and pupils are informed that inclusion on the list does not guarantee re-inclusion in subsequent terms/years. Hence pupils who are included on the list should not think they can relax their efforts.

Provision for the gifted and talented

Opportunities for extension and enrichment are recognised by teaching staff and built into all planning. To ensure the best possible provision for 'More Able/Gifted and Talented' pupils, at Oakfield School we aim to:

- maintain an ethos where it is 'OK to be bright'
- encourage all pupils to be independent learners
- recognise achievement
- provide resources to support gifted and talented pupils (including ICT provision)
- enable subject leaders to provide support for provision
- be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievement
- provide a range of extra-curricular activities and clubs when possible
- encourage parents and children to take part in relevant out of school activities
- always provide work at an appropriate level
- provide opportunities for all pupils to work with like-minded peers

Potential Plus UK

Potential Plus UK is a national not-for-profit organisation that works with governors, senior leaders, teachers and teaching assistants to ensure that every child with high learning potential* can grow in confidence, thrive and achieve social, emotional and academic fulfilment.

<https://www.potentialplusuk.org/index.php/learning-resources/>

Types of provision

Classroom differentiation

At the heart of good classroom provision are good planning and assessment. Planning for 'More Able/Gifted and Talented' pupils is part of effective differentiation and involves making sure that they are sufficiently challenged by the work set. This may occur at both the medium and short term planning stages.

If extension planning is to be effective then diagnostic assessment is essential otherwise what is intended to be extension work may be too easy.

To support this provision:

- teachers have high expectations
- tasks are designed to take account of levels of existing knowledge, skills and understanding
- there are planned extension opportunities or open-ended tasks
- grouping is carefully considered
- setting (where appropriate) is carefully considered
- differentiated homework may be provided
- specialist provision will be considered in particular cases
- varied and flexible groupings, sometimes allowing able children to work together, sometimes allowing them to take specific roles in mixed-ability groups
- differentiation by task (including differentiated homework)
- differentiation by outcome
- setting individual targets
- provision of challenging activities across the whole curriculum
- liaise with partnership secondary schools as appropriate.

The following factors of their classroom work will be particularly important for 'More Able/Gifted and Talented' pupils:

- become independent learners
- organising their own work
- carrying out unaided tasks which stretch their capabilities
- making choices about their work
- developing the ability to evaluate their own work and so become self-critical
- carry out research tasks independently

Literacy

In years 7-9 children are taught Literacy in form groups. Our English teaching follows an in-house programme based on the Key Stage 3 National Curriculum documentation.

The group size is usually between 5-8 pupils and each class has Learning and Behaviour Mentor support, this ensures that the more able children throughout the school are stretched and working to their true potential.

Numeracy

Similarly, Numeracy is taught in tutor groups within each year group. As in Literacy, the programme is developed in-house based on the Key Stage 3 National Curriculum

documentation and pupil progress in monitored continuously. This allows teaching to be at its true best, which enables teachers to plan work that reflects the ability of the group.

Evaluation

The evaluation of the implementation of this policy will be achieved through a number of methods, including:

- routine classroom observations (differentiation element)
- scrutiny of planning (checking for Gifted and Talented provision)
- scrutiny of work
- tracking pupils through Personal Social Profile i.e. Social or leadership qualities etc..
- tracking through their IBECS
- tracking and celebrating pupils’ success through e praise
- tracking pupils who participate in extracurricular activities i.e. extended evening LEAP

Conclusion

Oakfield School is keen to promote a learning environment with a positive ethos where achievement and success are regularly recognised and rewarded. Positive behaviour strategies are adopted within each classroom and throughout the school. (Including during ‘out of school or lunchtime clubs and the residential provision). In addition, pupil’s achievements are recognised in our “Hubs” during the day, and “Rewards Hub” on Friday afternoon and recognised within the residential provision.

Evaluation and Review

This policy was developed and approved by the governing body during the autumn term 2013. The school will review this policy every year and assess its implementation and effectiveness.

Appendix 1 – Identifying More Able/Gifted and Talented Pupils

Definitions/descriptions/models of ability

Gifted and talented children are those identified by professionally qualified persons as children who, by virtue of outstanding abilities, are capable of high performance. They require differentiated educational programmes and services beyond those normally provided by the regular school programme, if they are to realise their contribution to self and society.
Exceptionally highly able pupils are those who may demonstrate outstanding potential in one or more areas and whose functioning may be so far in advance of their peer group that a school provides additional learning experiences that develop, enhance and extend their identified abilities.
An exceptional pupil is one who is outstanding in either potential or achievement in one or more spheres of activity which can be regarded as beneficial to the pupil and to society.
Children capable of high performance include those who have demonstrated achievement and/or potential ability in any of the following areas: <ul style="list-style-type: none"> • General intellectual aptitude

<ul style="list-style-type: none"> • Specific academic aptitude • Leadership ability • Creative or productive thinking
<p>Multiple Intelligences:</p> <ul style="list-style-type: none"> • Linguistic: a facility with language, patterning and systems; • Mathematical and logical: likes precision and enjoys abstract and structured thinking, • Visual and spatial: thinks in pictures and mental images, good with maps, charts and diagrams, uses movement to assist learning; • Musical: sensitive to mood and emotion, enjoys rhythm, understands complex organisations of music; • Interpersonal: relates well to others, mediator, good communicator; • Interpersonal: self-motivated, high degree of self-knowledge, strong sense of values; • Kinaesthetic: good timing, skilled at handicrafts, likes to act and touch, good control of objects; • Naturalistic: the ability to see patterns and connections in the living world and the environment.
<p>Giftedness can come in several varieties. Some gifted individuals may be particularly adept at applying the components of intelligence but only to situations which are academic in nature. They may thus be 'test smart' but little more. Other gifted individuals may be particularly adept at dealing with novelty but in a synthetic rather than an analytical sense. Other gifted individuals may be 'street smart' in external contexts but at a loss in academic contexts. Thus, giftedness can be plural rather than singular in nature.</p>
<p>The 'gifted'. The term 'gifted' refers to children who are exceptionally able intellectually. This means those youngsters who:</p> <ul style="list-style-type: none"> • Score an IQ of 130 or above on the Wechsler Intelligence Scale for Children, or the Scale for Adults or a correspondingly high level on another well recognised intelligence test. • Obtain a standardised score of 130 or above on an English or Mathematics attainment test such as produced by the National Foundation of Educational Research (NFER). • Are the winners or runners up in national or regional competitions in essay writing, mathematics, engineering or some other branch of technology or design.
<p>The ability to comprehend, absorb and manipulate knowledge in both the synthetic and analytic modes, though this intelligence does not have to be 'evident in a purely academic form'.</p>

Checklist

The following characteristics (adapted from the 1998 Ofsted review of research by Joan Freeman) are not necessarily proof of high ability but the presence of some of these behaviours may alert teachers to the need to enquire further into a pupil's learning patterns and abilities.

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 or adult
- Communicate better with adults than peers
- Have a range of interests, some of which may border on obsessions
- Show unusual and original responses to problem-solving activities
- Prefer verbal to written activities
- Be logical
- Be self-taught in their own interest areas
- 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 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

Underachievement

He or She may:

- 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 towards a superior attitude to those around them
- Find inadequacy in others, in things, in systems, to excuse their own behaviours

This Policy was reviewed November 2020.

Signed:

Mr Lee Morfitt (Chair of Governors)