Wootton St Peter's CE Primary School, Wootton Village, Boars Hill, Oxford, OX1 5HP

Policy for Able gifted and Talented children.

Wootton School values the individuality of every child and acknowledges the importance of helping every child to fulfil their potential.
We are committed:-
•To an inclusive approach to education that provides for an environment and curriculum which encourages pupils, including the able gifted and talented to maximise their potential.
•To foster the personal, social and intellectual development of the whole child.

Definitions
According to the DCSF, a gifted pupil is one' who demonstrates high levels of performance in one or more academic areas' and is in the top 5-10% of the pupil population; a talented pupil is one who is in the top 4-10% in non-academic areas such as:-
*Physical talent
*Artistic talent
*Musical talent
*Talent in drama
*Mechanical ingenuity
*Leadership qualities
*High creativity

Able Gifted and talented pupils are deemed to be those pupils who demonstrate extremely high levels of achievement and rapid rates of learning.
Characteristics which such pupils may demonstrate in whichever area of performance they are operating are:-
*Speed of information- learning rapidly and understanding things quickly
*Highly efficient memory- learning quickly, with a capacity to retain and recall effortlessly
*Work systematically

*Making connections- their ability to see patterns and link things together. At times in novel and idiosyncratic ways which makes them very efficient at deriving new insights and understanding
*Intellectual curiosity- a thirst for knowledge and high intrinsic motivation which makes them soak up information. They often love the acquisition of knowledge for its own sake-showing a fascination or passion for a subject.
*Be particularly creative
*Demonstrate particular physical dexterity or skill
*Show great sensitivity or empathy.

Identification
In this school we use a range of strategies to identify pupils who are Able Gifted and Talented. These may vary according to subject area, but will include elements of the following.
*Test results and assessments [See appendix 1 for guide to levels]
*Interpersonal skills and attitude to learning
*Information from previous schools
*Teachers perceptions and observations
*Parents' perceptions and observations
*Peer group nomination
*Self nomination

Identification will be ongoing, never static and will always err on the positive. We will endeavour to search out and address the needs of under achievers with latent high ability.

We recognise that Able Gifted and talented pupils share the same requirements as all pupils for a broad and rich curriculum tailored appropriately to their needs. For Able Gifted and talented pupils, such needs may include work at higher cognitive levels making use of preferred learning styles and a focus on the social, emotional, physical and spiritual aspects that produce the 'rounded' individual.

Able Gifted and Talented Register
The register will include all pupils identified according to the criteria defined in this policy- i.e. most able, exceptionally able and talented. The register will be shared amongst all staff in the school as there is every likelihood that they will work with these children. Subgroups of able and more able children will be listed on a 'shadow register'. Parents will be

informed if their child is registered as gifted and talented and in which area.

Provision
Principles of Teaching and learning for Able Gifted and Talented children.
 At Wootton School we aim to:-
*Create and maintain an ethos where it is acceptable to be bright. Children are encouraged to recognise and value each others abilities.
*Encourage all pupils to become independent learners, by providing for personalised learning;
*Recognise and celebrate achievement in all areas-recognition in Celebration Assemblies;
*Take into account the effects of social and cultural circumstances, gender, ethnicity, disability and diverse linguistic backgrounds;
*Provide a wide range of extra curricular activities and clubs;
*Provide work at appropriate levels;
*Provide opportunities for pupils with like minds to work together.
*To provide teaching which makes learning challenging, enjoyable, and a worthwhile experience for Able Gifted and Talented children.
*To inspire in children a sense of enquiry.

Types of provision will include:-
In the classroom
*High expectations from teachers
*A commitment to personalised learning;
*Awareness of what prior knowledge, understanding and skills pupils have, so as to avoid unnecessary repetition of work and to enable activities to be pitched at a challenging level- including higher order thinking skills and 'not more of the same;'
*Differentiation by input as well as outcome-through pace, task, dialogue, support, outcome, resource, content and or responsibility; [See appendix 2]
*Effective open ended and higher order questioning: [See appendix 3]
*Appropriate target setting
*Planned extension activities
*Provision of open ended tasks-encouraging problem solving with alternative answers; Making judgements based on own ability;
*Encouragement of independence and autonomy and use initiative;
*Varied and flexible pupil groupings allowing pupils to work in a variety of settings and combinations;

*Provision for children to learn about their learning;
*Classroom practice reflects embedding of Assessment for Learning
*Positive praise in the classroom for effort and achievement

Whole school provision
*Can do ethos- culture where achievement and success are recognised and rewarded; All staff – teaching and TA's involved in creating ethos;
*Ethos focuses on success and achievement and on the value of 'having a go;'
*Positive praise, not only in the classroom, but for out of school activities recognised in Weekly Celebration Assemblies;
*Opportunities for enrichment and extension built into all schemes of work.
*Appropriate target setting
*Use of streaming where appropriate;
*Access to specialist teaching [where possible]
*Effective transition arrangements- from Pre- School, within school and to Secondary;
*School clubs, societies and councils;
*Opportunities for enrichment days/weeks; local and residential trips
*Opportunities for performance;
*Use of outside agencies for training and provision- eg artist in residence;
*Opportunities to take part in school, local, and international competitions and events;
*Opportunities for links with other schools- Cluster and Secondary;
*information for parents about clubs within school and outside- available from Parents' notice board and via the weekly newsletter;
*Information for parents about access to online opportunities- ygt website.

Role of the Able Gifted and Talented Coordinator
*Monitor Able Gifted and Talented provision- School and classroom Audits.
*Monitor class observations and support to inform CPD needs.
*Identify targets for SDP; see also below under monitoring Assessing Recording and reporting]
*Maintain register of children
*Coordinate opportunities for networking and sharing expertise across partnerships;
*Report to Governors.
*Inform parents that child is on the AGT register;
? Parent reviews with AGT coordinator?

*The coordinator will meet regularly with a named Governor responsible for Inclusion.

Monitoring, Assessment, Recording and Reporting
*Monitor planning- to take into account planned enrichment, and extension; planned open ended and challenging activities and extension
*Monitor progress of children- assessments in line with Assessment policy. Results collated by Raise online coordinator and monitored by AGT coordinator-
*Evaluate value added information;
*Inform parents of progress- parent consultations- twice a year
*Sample work of those children on register- in conjunction with subject leaders and class teachers;
*Discussions with class teachers and TA's
*Class observations to monitor provision for AGT children- in conjunction with Subject Leaders.
* AGT coordinator and Head teacher monitor quality of teaching of AGT children using Ofsted criteria;
*Pupil's comments- assessing and reviewing progress.
AG&T register will be formally reviewed by all staff at the end of each year after the end of year assessment; Children's progress will be discussed and children identified. AGT register will be reviewed termly with staff in line with SEN policy.

Parents as co-educators
We are committed to ensuring good communication between home and school and to working with parents of AG&T children by providing:-
*information about the child's progress
*guidance and advice
?school challenges?
*details of the school policy
*Providing an open door for parents- we welcome parents in to school as part of our daily routine.
*Providing 'signposts' for parents whose children have particular talents and proving access to resources and information eg YG&T Academy website.

Resources
An annual review of resources for AG&T children will take place to take into account:-

*Budget available
*Human resources
*Training for staff G&T coordinator and Governors
*Useful websites
*Books, CD Roms for pupils, teachers and parents.

This policy will be reviewed annually by the Coordinator and Performance and Standards Subcommittee.

This policy was adopted by Governors on ……………………………………………………………………

Review date: ……………………………………………………………………………………………

Signed Headteacher ……………………………………………………………………………………….

Chair of Governors ………………………………………………………………………………………

<u>Appendix 1</u>
<u>Definition of Able Children</u>

- **ABLE CHILDREN** – a group of children who **demonstrate high levels of attainment** in their general intellectual ability, specific academic ability, creative thinking, technical ability or interpersonal skills. This group includes sub-groups of more able, most able and gifted children.

If a child starts a year group having achieved the following results in their QCA Tests (the previous summer) – they will be classed as able.

(In areas of Reading/Writing/Numeracy/Science or ICT)

	ABLE	MORE ABLE	MOST ABLE	EXCEPTIONALLY ABLE
FOUNDATION				2
YEAR1				3C
YEAR 2			3A	4C
YEAR 3	3C	3B	3A+	4B
YEAR 4	3A	4C	4A	4C
YEAR 5	4B	4A	5C	5A
YEAR 6	5C	5B	5A	6

- **MORE ABLE CHILDREN** – a group of children *(possibly 10% of the whole ability range)* who demonstrate **very high levels of attainment**.

- **MOST ABLE** – a group of the **highest attainers** *(possibly 5% of the whole ability range)*.

- **GIFTED**– a child who is able/more able across a number of different subjects/areas.

- **EXCEPTIONALLY ABLE -** – a minority of children (possibly 0.5% or less – TOP 2% NATIONALLY) who are capable of **exceptional achievement in one or more areas of the curriculum;** often several years ahead of what is normally expected of the age group

End of KS1 – Level 4 End of Ks2 – Level 6+

- **TALENTED CHILDREN** – a group of children who **excel at sports, games or the visual and performing arts.**

Identification: Identification is a continuous process that is used to ensure effective and suitable provision. By identifying the able, gifted and talented children, teachers can assess needs that should inform the planning of work to ensure appropriate pace, match to ability and challenge. We respond to any parental concerns and welcome any background knowledge or evidence of a child's achievements/work done out of school -if appropriate.

APPENDIX 2

The various types of differentiation

"Good use of differentiation is vital in a curriculum for the more able."

(Barry Teare, 1999)

1. **By outcome or response:**

· Individuals answer at their own level of ability so pupils produce very different outcomes.

· Works best when the task is open-ended.

· Can be over-used.

2. **By resource or text:**

· Some pupils are capable of using more advanced resources than others.

· Use in history or geography for example.

3. **By task:**

· Consider the starting point of the task for the pupils concerned.

· Think about the number of steps to be followed-more able children can have larger gaps between steps.

· Use differentiated workcards/sheets for groups, or sheets that become progressively more difficulty.

· Collaborative work could be used where pupils can contribute according to their ability.

4. **By dialogue:**

· The most important resource for any child is human not material.

· Emphasis on the role of the teacher.

· Vary language/vocabulary for each child or group of children.

5. By support:

· Amount or degree of help given.

· Use of TA's or teacher; or lack of this!

· Increasing independence and giving child greater responsibility.

6. By pace:

· Pupils can sustain a quicker programme.

· Time constraints for simpler tasks.

7. By content:

· Enrichment.

8. By independence or responsibility:

· Pupils assess what to do themselves; they have control of their learning.

Key Messages

· **Appropriate use of differentiation is vital to the well-being of able pupils**

· **Differentiation should not be left to chance but written in to schemes of work**

· **More than one piece of differentiation can be employed within the same task or piece of work.**

Curriculum Planning: Development of higher order thinking skills:

(Using Bloom's Taxonomy as a framework to teach thinking)

You can use this as a checklist to audit curriculum plans to ensure that:

· You are including all they types of questions to prompt pupils' thinking at the higher levels of analysis, synthesis and evaluation (Thinking cues).

· You are alert to and are assessing pupil's progress in higher order skills (Skills demonstrated).

Step on Bloom's ladder of objectives.	THINKING CUES: Phrase a series of open-ended questions to prompt pupils' thinking.	SKILLS DEMONSTRATED: Developing thinking will help children acquire these skills.	ASSOCIATED ACTION VERBS:
EVALUATE: (Judge) 6	How would you judge it? Does it succeed? Will it work? What would you prefer? Why do you think this?	Compare and discriminate between ideas; assess value of theories; make choices based on reasoned argument; verify value of evidence; recognise subjectivity.	Judge, evaluate, determine, create, design, defend, attack, conclude, deduce, invent, systematise and restructure.
CREATE: (Synthesis) 5	How might it be different? What if? Develop; improve; create in your own way.	Use of old ideas to create new ones; generalise from given facts; relate knowledge from several areas; predict and draw	Combine, restate, summarise, précis, argue, discuss, organise, derive, formulate, relate, generalise, predict, design and

		conclusions.	create.
ANALYSE: (Relationships) **4**	Can you identify the order; reasons why; the causes; the problems; the solutions; the consequences.	Seeing patterns; identification of components; organisation of parts; recognition of hidden meanings.	Analyse, appraise, conclude, differentiate, induce, separate, compare, contrast, justify, resolve, break down, criticise, explain and infer.
APPLY: (Use) **3**	How can toy use it? Where does it lead you? Apply what you know; use it to solve problems; demonstrate.	Use information; use methods, concepts and theories in a new situation; solve problems using required skills/knowledge.	Predict, modify, assess, explain, choose, apply, determine, demonstrate, construct, compute, use, perform, solve, and calculate.
UNDERSTANDING **2:**	Describe in your own words; how you feel about it; say what it means; explain, compare and relate.	Interpret facts; grasp meaning; order and predict consequences.	Define, state, list, name, write, recall, recognise, label, underline, select, reproduce, measure, order, justify, show, indicate, illustrate, represent, comprehend, formulate, explain, match, contrast, classify, and translate.
KNOW: 1	Say what you know; what you remember; describe; repeat; define; identify; explain who, when, where, which and what.	Observation/recall of information; knowledge of major ideas; mastery of subject matter.	
Steps 4, 5 &6 show the higher order thinking skills. Alongside are lists of associated action verbs, which will aid in setting learning objectives for these higher order thinking skills.			

APPENDIX 4

English	<u>Reading:</u> Understand inferential and evaluate qualities of text Make informed and critical choices about reading materials Use all contextual clues Read accurately, fluently and quickly Identify key features of complex text Retrieve and collate information from a range of sources Ability to make connections between texts from a wide range of sources <u>Writing:</u> Understand that text has to be constructed Understands that text can convey a range of meaning and that some of these meanings occur simultaneously Know that writing is a particular convention that, as such, it differs significantly from speech Uses writing to explore own thinking Conveys meaning and knowledge through own writing <u>Speaking:</u> Engages the interest of the listener, varying appropriately, expression and vocabulary Asks questions which develop ideas and can make contributions that consider the views of others Can use the more formal conventions of Standard English <u>Listening:</u> Ability to pay close attention to what others say in discussion in a range of contexts, both formal and informal
Maths	Ability to set own mathematical problems Ability to find own way to solving problems Prepared to try alternative methods and discard those that do not work

	Able to check reasonableness of answer
	Apply mathematical learning in other contexts
	Fascination for huge numbers, miniscule amounts, infinity, codes and patterns
	Ability to use statistics to support an argument
	Ability to respond to time limited challenges
	Ability to present information or patents in another form (tables, graphs, formulae, symbols etc) and then test, prove or verify own work
Science	Ability to ask and search for answers to, 'What if………?' questions
	Ability to recognise variables that effect scientific experimentation
	Ability to make, justify and test own and others predictions
	Understanding or quick comprehension of a scientific topic
	Prepared to research and experiment on their own initiative
	Prepared to look for more than one solution to problems
	Ability to adapt learning style to science content (theorist, pragmatist, activist or reflector)
ICT	Ability to learn, apply and develop basic ICT skills within a range on contents
	Quality responses to content free software (databases and logo)
	Ability to interrogate generic software for a range of purposes
	Access INTERNET effectively
	Understanding of, and rapid progress through, integrated learning packages
	Recognise and understand the place and impact of technology in society
D & T	Ability to generate, plan, make, modify and evaluate a range of ideas to solve problems
	Ability to view objects in 3D
	Ability to consider the purpose of designs in relation to needs
	Ability to select and work with a range of materials, tools and equipment to create quality products
	Ability to draw on a range of information sources when planning, making and evaluation designs and products
	Ability to evaluate own and others work and to suggested effective improvements

Geography	Ability to pose questions about information received
	Ability to answer 'Why do you think ………?' questions within geographical context
	Ability to understand geographical issues in global terms
	Ability to draw conclusions as a result of a highly developed geographical insight
	Ability to make creative and realistic solutions to geographical problems
	Highly evaluative of their own and others solutions
	Undertake geographical research on own initiative
History	Demonstrate breadth and depth in historical general knowledge
	Demonstrate a sense of historical time
	Imagination for, and empathy with, history
	Ability to relate knowledge of past with what is happening in the present
	Ability to reason precisely in relation to historical contexts and artefacts
	Fascination with dinosaurs, family trees, place and peoples names, battles, costumes etc
	Ability to separate fact from opinion or propaganda in historical texts
Art	Explore a range of ideas and select relevant visual information to develop their work
	Uses a range of materials, techniques and processes to communicate ideas
	Recognise the qualities of materials and use this to realise intentions
	Evaluate own methods, approaches and ideas, and those of others, and can adapt own work to reflect personal view of purpose and meaning
	Create art work/visit art galleries during own time
	Ability to discuss movement, understand perspective and proportion
Music	Ability to explore musical processes, genre and styles
	Select and make expressive use of tempo, dynamics, phrasing and timbre
	Evaluate and make changes to own and others work
	Improvise and compose in different genres, using harmonic and non-harmonic devices
	Use notation to plan, revise and refine materials
	Analyse, compare and evaluate how music reflects the contexts in which it is created, performed and

	heard Good aural perception Perfect pitch	
PE	<u>Five main elements:</u> Spatial awareness – spatial awareness in relation to self and others concerning body position and safety Anticipation – to anticipate where player will need to throw/pass a ball to, and move into that space to receive it Endurance - a games situation – can understand timescale. Can use basic rules and extend/adapt/change Self assessment – to self motivate, endeavour to stretch, extend and challenge self according to tasks Adaptation – to adapt the body for different purposed in gymnastics – balancing, self control, poise and posture	

What constitutes an effective and challenging lesson for able, gifted and talented children?

· The children make clearly observable or measurable progress in the lesson.

· Unexpected contributions from the children are valued.

· Lessons have a clear sense of purpose with time, space and resources well

organised.

· Children are given the opportunity to make their own links and associations of ideas, drawing on their own skills, knowledge and understanding.

· Originality, creativity and unusually imaginative thinking and problem solving are recognised and reinforced.

· Self-esteem built in the children by acknowledging creditable failure.

· Drawing together what has been learned and matching it to the success criteria set at the beginning of the lesson.

· Enabling and helping the children to make meanings from their experiences and findings. They make links between their existing or increasing, skills, knowledge and understanding, discovering new patterns of thinking or opportunities for further exploration.

· Leaving the way open for continuing refection of the theme beyond the lesson.