

Diamond Hall Infant School and Nursery Unit



Gifted and Talented Pupils

March 2003

Head Teacher : Mrs S. Collingwood

Rationale

To ensure that gifted and talented pupils are challenged to achieve their full potential.

Aims

Our school is an inclusive school and seeks to develop the full range of abilities and talents of all of its pupils. For gifted and talented pupils this entails ensuring that they follow a curriculum, sufficiently challenging in nature, to ensure that their particular gifts and talents are nurtured. While seeking to develop specific abilities and talents the school will also take a holistic view of children's development, in particular, their emotional and social needs. The school has a caring ethos that promotes courtesy, tolerance and respect for others. High ability and specific talents are valued within a context of encouraging all children to reach their full potential.

Definition

- **Gifted pupils are pupils whose achievement or potential achievement in one or more academic subjects is significantly in advance of the average for their year group in their school.**
- **Talented pupils are pupils whose achievement or potential achievement in art, music PE or in any sport or creative art is significantly in advance of the average for their group in their school.**
- **Up to 10% in each year group will be identified as gifted or talented; a small number may be both gifted and talented.**

Identification methods

1. Our school will adopt a combination of methods comprising:

- On going assessment;
- Teacher recommendation based on an observational framework and formative assessment;
- Parental recommendation.

The assessment programme is described in the school's Assessment Policy

Teacher recommendation will be based on the following observational frameworks.

Mathematics

Mathematically gifted pupils have the ability to:
Grasp the formal structure of a problem in a way that leads to ideas for action.
Generalise from the study of examples. <i>Search for and recognise pattern, specialise and conjecture.</i> Generalise approaches to problem solving.
Reason in a logical way and as a consequence develop chains of reasoning. <i>Verifying, justifying, proving.</i>
Use mathematical symbols as part of the thinking process.
Think flexibly; adapt their ways of approaching problems and be able to switch from one mode of thought to another.
Reverse their direction of thought. Work forward and backwards in an attempt to solve a problem.
Leave out intermediate steps in a logical argument and think in abbreviated forms.
Remember generalised mathematical relationships, problem types, generalised ways of approaching problems and patterns of reasoning.

Adapted from (Kennard, 1996, P9)

English

Pupils with particular gifts and talents in English may show some or all of the following qualities

Creative Flair

Writing or talking in imaginative and coherent ways, developing and organising content to an extent that is exceptional for the age group.

Maintaining concentration and sustained effort.

Using any suitable opportunity to produce work that is substantial and the obvious product of sustained and well-directed effort.

Communication skills

Maintaining the attention and willing involvement of an audience by imaginatively exploiting the dramatic or humorous potential of ideas or situations.

Working with flair for figurative or poetic expression.

Creating and sustaining accounts and reasoned arguments at a relatively abstract or hypothetical level.

Grasping the essence of any context and re-organising it in ways that are logical and that offer new synthesis or insights.

Awareness of language

Showing an advanced understanding of the nature of language—showing a special awareness of such features as rhyme, intonation or accent in spoken language, or the grammatical organisation of written texts.

An ability to ‘play’ with the sounds and patterns in language and obvious enjoyment of texts that exploit sounds and patterns.

Science

Characteristics of high ability in science

Is a problem solver.

Has an enquiring and analytical mind.

Will propose new ideas when something captures their imagination.

Thinks logically, needs logical explanation and asks pertinent questions.

Sometimes offers ingenious solutions.

Has a deep desire to understand how and why.

Is not satisfied with simple explanations and readily identifies inconsistencies in them.

2. The composition of the gifted and talented cohort of our school will be reviewed regularly. Evidence from all identification sources will be considered.

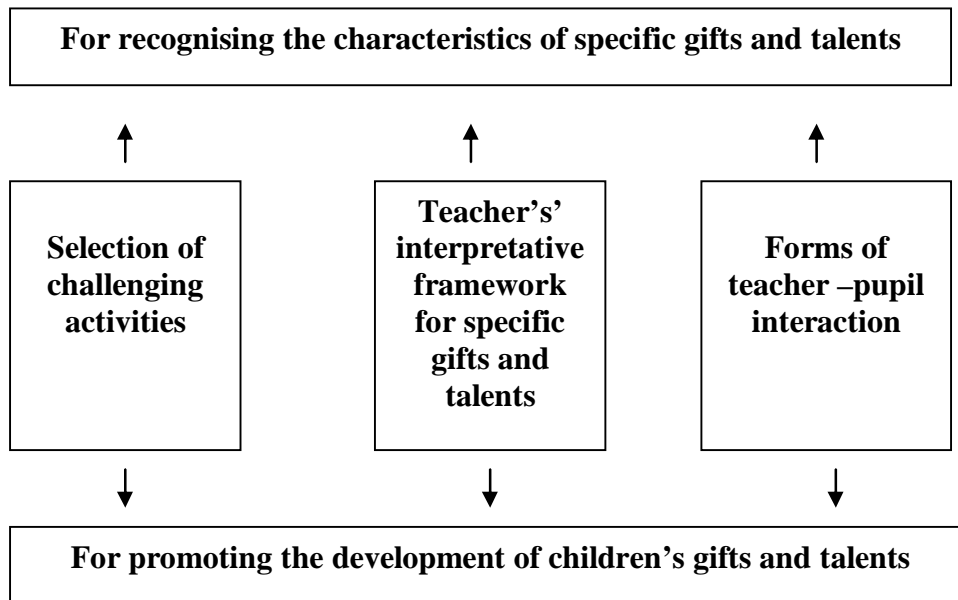
Additional factors to consider

- a) *Mutually supportive evidence will provide a sound basis for inclusion in the cohort. However, some discrepancies may occur:*
- *Some pupils may underachieve in school-based assessments and in recording but demonstrate orally, understanding, curiosity and interest that indicates a quality of thinking that is significantly in advance of their peers.*
 - *For some pupils there will be a consensus that they are very creative but this may not be apparent in the results of school-based assessments. Some pupils simply do not perform to order whilst others show their gifts and talents outside of the school context.*
- b) *As a consequence of school reviews pupils may move in and out of the identified cohort. Initially we will have a tentative and flexible approach aiming, in the long term, to accumulate strong evidence for the inclusion of pupils in the gifted and talented cohort.*

Providing challenge within normal lessons

1. Our school's approach to provision within normal lesson will simultaneously seek to recognise and promote children's specific talents and abilities. Teachers' interpretative frameworks provide a basis for designing a challenging curriculum and for interacting with pupils to promote their specific abilities.

A diagrammatic representation of our approach



(Adapted from Kennard, 1996,p20)

2. gifted and talented children will be challenged through
 - a. Teacher-pupil interaction that makes extensive use of searching questions. Teachers will use forms of questioning that are supportive and encouraging and that **probe for meaning**.

For example

- *Can you tell me what you've been thinking about?*
- *That sounds very interesting. Can you tell me a little bit more about---?*
- *Have you considered ----?*
- *You've written-----. I'm not quite sure what you mean by it.*
- *How do you know your results/conclusions are right? Convince me.*
- *What other questions could you ask about this----?*

Encourage children to discuss problems between themselves to make time for sustained pupil-teacher dialogue.

- b. The selection of pupil activities that emphasise problem solving and enquiry.

For example: a differentiated approach to the teaching of gifted and talented pupils is one that provides challenge with success in order that positive pupil attitudes can be sustained. Problem or enquiry starting points can be selected in order that children achieve:

- *Greater depth of understanding on a current topic*
- *Links with previously learnt material*
- *A link to a future area of content*
- *Application of ideas to an unfamiliar context*
- *Development of process abilities*
- *Success and enjoyment*

- c. Progression to higher levels of content

For example: Within a topic select extensions to the main teaching objectives which are more demanding in terms of progression and difficulty. For example, choose work from the Year 2 teaching programme for a pupil in year 1.

Organisational Approaches to the Provision of Challenge

1. Gifted and talented pupils will be challenged through approaches that combine:

- Enrichment
- Extension
- Monitoring and review

For example: enrichment

- a. *The Key Stage team of teachers will incorporate enrichment into the curriculum for gifted and talented pupils by devising schemes of work that include problem solving, enquiry, progression and other special projects related to performance. Planning teams will make this differentiated curriculum explicit and provide 'teachers' notes' indicating the expected assessment outcomes.*
- b. *Gifted and talented pupils will not necessarily complete every routine task before moving on to the extension task.*
- c. *Commercially available schemes will be evaluated in terms of the questions below:*
 - *Are gifted and talented pupils sufficiently challenged?*
 - *Are there opportunities for pupils to develop higher order thinking skills?*
 - *Does the scheme provide opportunities for discussion?*

Extension

The key to provision for gifted and talented pupils is challenge. Even though there may be 'banding' for Numeracy and Literacy it will still be necessary to provide challenge through further differentiation.

2. Each key stage programme has an explicit gifted and talented strand that seeks to enrich pupils through problem solving, enquiry, progression and special projects related to performance.
3. In line with the school's Assessment Policy, the performance of each year's cohort of gifted and talented pupils will be monitored. Data to be considered will include:
 - attainment measures including the results of testing and progress towards specific characterisations of high ability.
 - pupils, attitudes
 - benchmarking data.

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4. Monitoring will be the basis for setting targets for individual pupils and groups of pupils but also take into account the expected benefits of tailor made provision.
5. Extra challenge will be offered through;
 - LEA programmes when offered
 - School based clubs, competitions, magazines and cross-curricular activities.
 - Enrichment programmes.