

Netherfield Infant School and Nursery

Policy for working with More Able Children/ Gifted and Talented September 2008

Rationale of teaching and learning throughout the school

- All pupils are entitled to a broad and balanced curriculum
- Parents/ Carers are key partners in assessing and meeting the needs of the pupils
- A culture which takes a very positive view of learning should be encouraged
- The curriculum should be appropriately differentiated to meet the needs of all pupils
- Expectations of pupils should reflect their differing levels of ability rather than being too rigidly age - based
- Pupils should engage in the planning and development of their own learning
- All pupils should be encouraged and supported to the full

Key learning objectives in working with pupils include to

- Support and encourage divergent thinking
- Give opportunities for creativity
- Nurture specific skills and talents
- Enable pupils to take responsibility for their own learning
- Retain a holistic view of the intellectual, spiritual, physical and social and emotional development of pupil

We are committed to providing an environment that encourages all pupils to maximise their potential by improving on previous best and this clearly includes more able/gifted and talented pupils. The SENCO is responsible for co-ordinating the whole school approach to more able/gifted and talented children, providing necessary resources and facilitating staff development. The class teacher is responsible for providing appropriately challenging tasks.

Definition of more able/gifted and talented pupils

A child who demonstrates a significantly higher level of ability/achievement than most pupils of the same age in one or more curriculum areas or in any of the following:

- * physical talent
- * artistic talent
- * mechanical ingenuity
- * leadership

- * high intelligence
- * creativity

(Eric Ogilvie 1973)

Identification

A more able/gifted and talented child is identified through teacher assessment and judgement. This professional judgement is informed by:

- * ongoing assessment using open/ different tasks
 - * careful record keeping
 - * collation of evidence (ie individual pupil's work)
 - * discussion of pupils with colleagues
 - * discussion with the child
 - * consultation with parents/carers
 - * use of the school grid
- (standardised testing of able/gifted and talented pupils is carried out when appropriate)

More able/gifted and talented children need to be provided with challenge and the opportunity to fail

We will use a variety of whole school strategies to provide these including:

- Involving children in target setting
- Individually negotiated tasks - plan/ do review
- Working from difficult text
- Using a range of text or information
- Recording in an unusual way
- Role play
- Reporting to an audience
- Problem solving and enquiring tasks
- Choice in how to handle content/ open ended recording
- Give the answer, they set the question
- Using one text or artefact and considering it in depth
- Allowing pupils to do the planning
- Time - restricted activities
- Teach thinking skills
- Study skills (DARTs - Directed Activities Related to Text)
- Facilitating reflection, improving reasoning
- Encouraging independent research

For more details see "Able/Gifted and Talented children in Ordinary Schools" by Deborah Eyre - p55 onwards

Communication with parents/carers

There needs to be regular communication with parents/carers to seek their views about their child's progress, inform them about their child's progress, involve them actively as co-educators, explain how they can support learning activities at home, advise on progression so that they are kept informed.

Organisation

Most of the time more able children will work in their own classroom and suitable tasks will be provided by the class teacher. However on some occasions a group of children who are more able in one curriculum area will be withdrawn from their classes to work together (eg able readers)

More able/gifted and talented children are not always high achievers

We need to be aware that some of our children may be "underachievers". If so they may demonstrate some of the following characteristics:-

- * orally knowledgeable but poor in written work
- * superior comprehension and retention of concept when interested
- * apparently bored
- * achieving below expectations in basic subjects
- * restless or inattentive
- * daily work incomplete or often poorly done
- * dislike of practice work
- * tactless and impatient of slower minds
- * prefers friendships with older pupils or adults
- * excessively self critical
- * unable to make good relationship[s with peer groups and teachers
- * emotionally unstable - low self esteem, withdrawn and sometimes aggressive
- * wide range of interests and possibly an area of real expertise

If you recognise several of these characteristics in one child please inform the SENCO and the Headteacher so we can investigate further and assess whether extra support would benefit this child.

The Headteacher will work with the SEN co-ordinator to monitor provision for these children. We are aware that they are very young and we do not want them to feel pressured or have undue expectations placed on them, but we want to ensure that they receive a motivating, challenging curriculum

that enables them to gain most benefits from their time in school and develop as self learners.

Every child identified as more able/gifted and talented will have a personal copy of the school grid which has been completed by the class teacher. Teachers will remain aware of the importance of all the areas of the curriculum and will fill in a school grid to identify any child who they consider especially able in other curriculum areas eg music and art, with a view to enriching the curriculum of these children.

These children will be discussed at the SEN review at the end of every term. We will set a target for the child at the beginning of the next term. Parents/carers will be informed about these targets. As targets are met so future targets will be agreed. Parent/carers will be informed formally about progress at the October and July open evenings as well as informally throughout the year.

Criteria to identify an able/gifted and talented child

If you can confirm that a child is meeting the majority of the criteria please discuss these observations and needs for further support with the SENCO

Child's name _____ N, R, Y1, Y2

Please circle school age at time of observations

Table completed by _____

Criteria	Observation	Date
Learns easily		
Original, observant, creative		
Persistent, resourceful, self directed		
Outstanding vocabulary, verbally fluent		
Independent worker, shows or takes initiative		
Shows unusual insights		
Inquisitive, sceptical		
Has well developed physical abilities		
Informed in unusual areas, often beyond years		
Versatile, many interests		
Has learned to read early		
Is superior in maths, particularly problem solving		
Shows alertness and quick response to ideas		
Is able to memorise quickly		

