



Gifted and Talented Children Policy

“Intelligence without ambition is a bird without wings”

Salvador Dali

1. Rationale

This Policy originates in the need to recognise the needs of able, gifted and talented children and to ensure that they are enabled and encouraged to make appropriate development in all areas of the curriculum, school and life, thus ensuring these children do not underachieve.

The Policy will not lead to the development of an elite within the school, but arises from recognition that all children are entitled to the maximum level of development which the school can provide for them, irrespective of the interests and abilities of individuals.

It is the belief of this school that **all** children have gifts and talents and that if effort and purposeful practice are combined with the principles of Growth Mindset, then any child could be operating within our definition of more able.

In short; it is our belief that all of our children have the **potential** to be more able.

The DfE defines 'gifted and talented pupils' as the top 5-10% in every school, regardless of its intake. 'Gifted' pupils are defined as those who evidence high attainment or latent high ability in academic subjects; 'talented' pupils are defined as those with evident high attainment or latent high ability in creative or expressive subjects or in sport.

Defining giftedness has long been a challenge. Historically, the progression of definitions has ranged from "conservative," which focused on high intelligence and the top 1% of the population (as measured by IQ tests) to more "inclusive" definitions, which included multiple abilities, creativity, and contributions to society; and comprised the top 20 percent of the population. The literature on giftedness reflects continuous efforts to construct a more exacting and accepted set of traits that define the constructs of giftedness. However, the commonalities found among definitions of giftedness can be used to develop an operational definition of gifted individuals.

Generally, giftedness is defined in terms of a type and a degree of exceptional ability, which is coupled with high levels of motivation and creativity. Quantitatively, the top 3 to 5 percent of the population are thought to be 'gifted', although some suggest as high as 20 percent of the population may be 'gifted'.

At this Academy we define Able children as those performing within the upper 20% or within the standardised score of 110, whereas the upper 3% are regarded as gifted or standardised scores of 115 and above. Children are regarded as talented, in that they have particular ability in one area.

2. Aims

The school will provide appropriate differentiation for all children. To meet the needs of able children, identification, additional differentiation, challenge and accelerated progression will be required in the context of this Policy.

3. Context within School

Able children will be identified through parental discussion and teacher observations through using an agreed procedure and through standardised testing. Identification procedures are listed in section 6 of this policy. Their needs will be assessed and, when appropriate, guidance will be sought from senior and more experienced staff. Programmes of study will be based on the schemes of work agreed, but with appropriate enrichment and extension. The framework for this provision is based on the NACE (National Association for Able Children in Education) CHALLENGE AWARD SCHEME. The award is separated into 8 elements which provide a whole school framework for the continuous improvement of the provision for able pupils. The elements cover all the key areas which impact on the learning of the Able, Gifted and Talented pupils.

4. Responsibility

All members of teaching staff are responsible for the implementation of this Policy, under the leadership and management of the Senior Management Team and The Executive Principal.

5. Specific Policy

Underachievement of able children may be recognised through:

- Inconsistent work
- Poor study habits
- Day dreaming
- Good oral but poor written response
- Boredom
- Non conforming attitudes
- Relationships with children and adults
- Discrepancy between performance and potential

Underachievement will be addressed through:

- The Teaching, Learning and Assessment Policy
- Staff communication and shared expectations
- Provision of appropriate role models
- Corrections of gaps in learning
- Reinforcement
- Support and celebration of talents / development of self esteem



Accelerated learning may be provided through:

- Subject acceleration
- In class acceleration
- Whole class acceleration

Accelerated learning will provide improved motivation, reduced 'coasting' and egotism and will avoid underachievement.

Strategies to address the needs of able children will include:

- Acceleration
- Working with older pupils
- Mentoring and support

In class provision will include:

- Differentiation, enrichment and extension
- Working with others of like and differing ability
- Grouping arrangements which reflect the needs of able children
- Challenge within and across subject areas
- Development of opportunities
- Differentiated homework
- Proper regard to our Policy for Equal Opportunities

Extra-curricular provision may include:

- School Clubs
- Musical, Sport and Cultural Opportunities
- Appropriate Competitions

The Principal takes responsibility for co-ordinating the school's response for meeting the needs of Able, Gifted and Talented children and class teachers are responsible for the day to day implementation of this policy.

6. Identification

Identification should not be confined only to pupils of all round ability but should recognise outstanding artistic and creative talent, physical skills, leadership qualities and the ability to process ideas and information.

Research shows that while many gifted and talented pupils stand out, there are some who are not identified by their teacher.

Some deliberately do not perform well in formal assessment in order not to appear different from their peers and there are those who respond to schoolwork by expressions of boredom, non-co-operation or behavioural problems.



Gifted and talented pupils need to be recognised at an early stage and recognise that their ability may change during their time at school.

Pupils may present gifts and talents at any time in their school career and require appropriate recognition and opportunity.

For many, their abilities are evident; they may appear curious and demanding in their approach to learning.

“The only time my education was interrupted was while I was at school.” Winston Churchill

Their performance levels in standardised tests may be high; they may be extremely knowledgeable in one or more areas of the curriculum. Generally speaking pupils who are performing significantly above age related expectation as defined by Target Tracker and/or standardised scored from termly tests by the end of Year 2 onwards should be considered for inclusion on the gifted and talented register.

A percentage of pupils on the roll of every school should be identified as talented in sports or creative arts. These pupils will have achieved high levels in their ~~chosen~~ identified field.

On the other hand some pupils may conceal their ability, making the recognition of gifts and talents very difficult. Pupils in this category may appear to lack motivation or to be in a world of their own. They may not wish to be different but poor behaviour or apathy may mask their potential high ability.

Methods of Identification

A range of methods can be used and no one approach can give a full picture of the pupil's ability. A strategy that involves information from a combination of sources is recommended.

- The Principal nomination
- Class teacher nomination
- Specialist teacher or expert nomination
- Checklists
- Standard tests
- Previous year teachers
- Previous school
- Psychological findings
- Peer group recognition
- Pupil self awareness
- Parental nomination

Identification checklist

A gifted and talented child may display some of the following characteristics. This list is not comprehensive and some pupils may have indicators not identified. There is considerable debate about what characterises the gifted and talented child. The following is useful for discussion purposes and teachers may like to cite pupils from their personal experience who meet some of these criteria.

- Sees the same as others but thinks something different
- Has extensive general knowledge
- Has extensive specialist knowledge
- Has an outstanding memory and recall
- Inquisitive and asks many searching questions
- Analyses and responds to questions in diverse ways
- Possesses a wide range of vocabulary and verbal fluency
- Is a keen and alert observer
- Is original imaginative and creative
- Can leap from the concrete to the abstract
- Recognise connections and forms hypotheses
- Works quickly and accurately
- Learns easily
- Can work with intense concentration
- Devises own methods and strategies
- May not conform to accepted standards of behaviour
- Can make generalisations
- Is versatile
- Likes collecting things
- Daydreams
- Has an unusual sense of humour

Mensa UK have published the following checklist for parents and teachers:

- An unusual memory
- Passing intellectual milestones early
- Reading early
- Unusual hobbies or interests or an in-depth knowledge of certain subjects
- Intolerance of other children
- An awareness of world events
- Set themselves impossibly high standards
- May be a high achiever
- Prefers to spend time with adults or in solitary pursuits
- Loves to talk
- Asks questions all the time
- Learns easily
- Developed sense of humour



- Musical
- Likes to be in control
- Makes up additional rules for games
- Extrovert/introvert

Pupils identified should broadly represent the school's population in terms of ethnicity, disability, gender and socio-economic background. It is recommended that pupils' achievements are tracked through assessment data such as the Fischer family trust. Value added measures of the identified gifted and talented population should be calculated in accordance with and so comparable with the measures set out in value added performance tables. These are a better measure of achievement than pure attainment.

6. Creating a Growth Mindset culture

Lowbrook is a Growth Mindset school and firmly recognises that rewarding effort is crucial to the learning process. The school will not label the more able, gifted and talented children and create Hierarchy Gradients with these children.

We recognise that this could hinder their learning and progress by creating a *fear of failure culture* and the development of unwanted cognitive dissonance. Instead, these children will be challenged, will often experience failure and develop resilience towards this.

"When we see failure in a new light, success becomes a new and exhilarating concept. Competence is no longer a static phenomenon, something reserved for great people and organisations on the basis of fixed superiority. Rather it is seen as dynamic in nature: something that grows as we strive to push back the frontiers of our knowledge..." Matthew Syed

7. Application, circulation and publication

This Policy applies throughout the school and is available to all staff, parents, Governors and other interested parties.