



Gifted and Talented Policy

School Mission Statement:

***“Learning and growing in
the light of the gospel”***

WITHIN THE POLICY:

- Definitions
- Identification
- Strategies For Meeting Needs

ABLE, GIFTED AND TALENTED PUPIL POLICY

Grace Dieu Manor School welcomes children with a wide range of abilities. We recognise each child as a unique part of God's creation, nurture a sense of value and self-image and foster supportive and caring relationships.

At Grace Dieu Manor School we aim to provide appropriate education for all of our pupils, to enable every individual to achieve to the limit of his or her potential. In the case of 'able, gifted and talented pupils' (the highest attainers) we aim to identify their particular strengths as early as possible and then to provide them with every possible opportunity to develop their specific talents or abilities to the full.

Definitions:

'Able' and 'gifted' pupils are understood to be 'those with strong intellectual and academic abilities'. An **able pupil** may be defined as one who achieves, or has the ability to achieve, at a level significantly higher than his or her peer group in the School.

Gifted pupils are generally taken to be those in the top 5% of the national ability range, and this is the definition used by the Department for Education (DfE).

Talented pupils are understood to be those who 'excel in specific areas, for example, Music, Art, D&T, Drama, Dance or Sport', thus possessing special ability, notable talent or aptitude in that particular field.

Identification:

Able, Gifted and Talented (AGT) pupils may demonstrate their particular strengths in many different ways and so identification is not always straightforward. It is matter of everyday policy for our teachers to be prepared to recognise indications that may lead to categorisation as an 'able', 'gifted' or a 'talented' pupil and, having done so, ensure that all lessons and activities exploit the talent and potential of the highest achievers.

In the classroom teachers at Grace Dieu aspire to deliver 'outstanding teaching' in both 'design of lesson' and in the modelling of 'behaviour' in lessons. Excellence in teaching is the single most powerful influence on achievement and so delivering lessons that motivate and inspire the brightest in the class is central.

Outside of the classroom the talents and the skills of the staff ensure that talent is recognised, nurtured and exploited so as to give a pupil the very best opportunity to grow in their talent beyond the confines of School, whether that is at a local level, at county level, a national level or, indeed, internationally.

Recognition of talent and particular gifts become evident in different ways. Teachers may recognise or identify special ability through:

- consistently high achievement
- rapid grasp of new concepts
- flash moments of understanding
- working consistently ahead of peers
- demand and delivery of more challenging work

Other indicators that a gifted or talented pupil may display include:

- demonstrating superior powers of reasoning
- using a superior quality and quantity of vocabulary
- possessing unusual imagination
- having a great intellectual curiosity
- following complex directions easily
- having reading interests that cover a wide range of subjects
- exhibiting keen powers of observation
- aptitude or skill in Sport, Music, Drama or Art that is above the expectation for the age range

Here at Grace Dieu, we identify ability and higher functioning skills (for example, strong readers or aptitude in comprehension) in a variety of ways including 'objective measures' of underlying ability which include:

- PIRA
- PUMA
- Maths Challenge Results
- Reading tests
- Diagnostic assessment by Educational Psychologists
- Parental suggestion
- Teacher nomination
- Knowledge of outstanding achievement outside School

Again, it is important to understand that gifted and talented pupils may possess abilities other than those demonstrated through academic achievement.

Strategies for meeting needs:

All gifted and talented pupils are placed on the School's AGT register, which is updated by the SENDCO and stored on the Staff Share drive. Candidates for inclusion on the Register should be recommended to the SENDCO and targets agreed to be included on the register.

All lessons are to be delivered teaching to all ability groups by differentiating accordingly. Differentiation can be achieved in many different ways, e.g.:

- Differentiation by outcome – the same material, stimulus, or tasks are used for all pupils. Differentiation is achieved by individuals answering at their own levels of ability.
- Differentiation by resource – this method is based upon the fact that some pupils are capable of working with more advanced resources than others.
- Differentiation by task – a variety of tasks is provided so as to provide for the range of individual pupils in the class. More able children can start further along the road.
- Differentiation by dialogue and questioning – the most important resource for any child is not paper but human. The vocabulary and complexity of language/questions used needs to vary for different pupils.
- Differentiation by support – the amount and degree of help provided can be differentiated to meet the needs of individual pupils.
- Differentiation by pace – some pupils need to move forward very gradually while more able pupils are able to sustain a much quicker programme.

In some individual cases, an extended programme of enrichment may be required. The SENDCO, Subject Co-ordinators and Class Teachers will assist in monitoring pupils identified on the AGT Register. The individual targets set will then inform the teaching and learning within subject areas. Individual teachers should apply their own appropriate strategies, together with the methods of differentiation above, to develop our AGT pupils; these may involve some of the following:

- extra-curricular opportunities to extend and challenge
- use of open-ended project work
- visits to places of special interest
- university courses and lectures which may come available
- enrichment programmes run by other outside bodies

All Subject Co-ordinators should include possible strategies for extending and challenging AGT pupils in their own policy statement.

The DFE advises that the setting of individual pupil targets, which are relayed to both pupil and parent, is a key strategy in raising levels of achievement across all ability groups.

The effectiveness of this Policy is monitored by the inclusion for discussion of all pupils on the AGT Register at Pre-Prep/Junior Prep or Whole School staff meetings. The progress of each pupil is further monitored by the Curriculum Manager, SENDCO and Subject Co-ordinators.

Reviewed August 2017 (MK & ST)