

**SMITHY STREET
PRIMARY SCHOOL**

**MORE ABLE, GIFTED AND
TALENTED**



APPROVED BY STAFF AND GOVERNORS

NOVEMBER 2014

Smithy Street School
More Able, Gifted and Talented policy

Rationale

Smithy Street School works to recognise and realise the potential of every child in our community. Provision for “gifted and talented” children fits squarely within this mission. Meeting the needs of more able children is part of ensuring the entitlement of all children to an appropriate education.

Definitions

At Smithy Street we use the following definitions:

More Able – children who achieve, or have the potential to achieve, at a significantly higher level than the majority of their peers. This would also include children who achieve above the national average.

Gifted – children who have exceptional ability in academic subjects

Talented -children who achieve or have the potential to achieve at a significantly higher level than the majority of their peers in a creative, artistic, musical or the sporting domain.

Aims:

- To foster an achievement culture throughout the school which celebrates both effort and achievement in a wide range of areas.
- To identify children achieving at a level beyond their peers, and to make appropriate provision which stretches them in areas of strength and develops them in areas of relative weakness.
- To provide an appropriately challenging curriculum for more able and potentially more able children, through extension within the curriculum, and through enrichment/study support beyond it.
- To support and make more effective the transition of more able children to secondary school.
- To increase the number of children scoring Level 3 at the end of key stage 1 and level 5 + at the end of KS 2.

Identification

In order to best identify our gifted and talented pupils we draw on a wide range of information sources.

These include:

- teacher/ staff nomination
- checklists (Appendices 1-4)
- testing- national tests and class testing
- assessment of children's work
- observations
- background knowledge
- the expertise of the co-ordinator in supporting the judgement of the teacher
- parent nomination
- discussion with pupils

No one single method can be entirely accurate. The school will seek to provide an enriched curriculum for all children. Through this it will be possible to identify the most able. See appendices for checklists and general characteristics of gifted and talented learners.

Provision

“Meeting the needs of the gifted and talented is about building on good general school provision, not about providing something entirely different.” (Eyre 2001)

Gifted and talented children are offered layers of provision. We believe that stretch and challenge for gifted and talented learners in every classroom is critical. Classroom teachers and curriculum co-ordinators consider what is available at whole school level and Tower Hamlets level and decide what might benefit the learner. National provision is also available for all identified learners through the YG & T Learner Academy website.

National provision

Tower Hamlets based enrichment

Whole school enrichment

Classroom provision

School based provision

Smithy Street School uses numerous strategies to provide a creative and challenging learning environment. These are:

- understanding that children have different learning styles (auditory, kinesthetic or visual)
- understanding of multiple intelligences – Howard Gardner (word, number, picture, body, music, people, self, nature)
- understanding of thinking skills that children may use (Blooms Taxonomy Appendix 5 can support)

Together they represent a picture of current thinking on creating an enriched and stimulating learning environment.

Personalised learning

Teachers at Smithy Street work towards providing an education which matches individual need, interest and aptitude so as to ensure that every learner achieves and reaches the highest standards possible. For our gifted and talented pupils this means:

- effective assessment for learning so that planning takes account of prior learning, stretching targets are set, and differentiated learning objectives are set;
- learning activities in the classroom offer additional stretch through acceleration, enrichment and extension;
- opportunities are provided for independent learning and a use of a range of learning styles;

- learning in real life contexts to support problem-solving and application of knowledge and skills;
- increased challenge in areas of strength

Additional Provision

Additional provision may be offered to certain groups of pupils through enrichment and extra- curricular activities. These include:

- More able maths sets in KS2
- Lunchtime and after school clubs.
- 1:1 or small group tuition
- Participation in Local Authority or cluster activities. Eg. debating groups
- Enrichment Projects E.g. Open Architecture, Whitechapel Art gallery.

Tracking

The following people support this through regular reviews of individual pupil's learning and through analysis of assessment data:

1. The class teacher
2. Gifted and Talented Leading Teacher/ Inclusion Manager
3. Co-ordinators for subject areas
4. The Head teacher/ Deputy head teacher

Monitoring and evaluating the provision

The **gifted and talented leading teacher/ Inclusion coordinator** is responsible for monitoring the success of the identification systems and provision. Their role includes:

- Implementing the identification strategy
- Collating the information from the identification process to produce a register
- Preparing individual pupil profiles with a view to tracking progress
- Monitoring transition records from previous schools and transferring information when pupils move to secondary school
- Tracking the progress of the individuals to ensure that the aims of the policy are being met
- Evaluating provision using the Institutional Quality Standards (IQS) and The Classroom Quality Standards (CQS).

- Giving feedback to the Senior Management Team and Head teacher on provision and identification data
- Disseminating information to coordinators on G&T enrichment activities
- Communicating with parents as and when is necessary
- Liaising with external agencies
- Participating in local support network groups for gifted and talented coordinators

Appendix 1

General characteristics of gifted and talented learners

The following characteristics (taken from the 1998 Ofsted review of research by Joan Freeman) are not necessarily proof of high ability but they may alert teachers to the need to enquire further into an individual's learning patterns and ability levels. He or she may:

- ❖ be a good reader;
- ❖ be very articulate or verbally fluent for their age;
- ❖ give quick verbal responses (which can appear cheeky);
- ❖ have a wide general knowledge;
- ❖ learn quickly;
- ❖ be interested in topics which one might associate with an older child;
- ❖ communicate well with adults – often better than with their peer group;
- ❖ have a range of interests, some of which are almost obsessions;
- ❖ show unusual and original responses to problem-solving activities;
- ❖ prefer verbal to written activities;
- ❖ be logical;
- ❖ be self-taught in his/her own interest areas;
- ❖ have an ability to work things out in his/her head very quickly;
- ❖ have a good memory that s/he can access easily;
- ❖ be artistic;
- ❖ be musical;
- ❖ excel at sport;
- ❖ have strong views and opinions;
- ❖ have a lively and original imagination/sense of humour;
- ❖ be very sensitive and aware;
- ❖ focus on his/her own interests rather than on what is being taught;
- ❖ be socially adept;
- ❖ appear arrogant or socially inept;
- ❖ be easily bored by what they perceive as routine tasks;
- ❖ show a strong sense of leadership; and/or
- ❖ not necessarily appear to be well-behaved or well liked by others.

Appendix 2

Physical education – identifying talented students

Pupils who are talented in P.E. are likely to show many if not all of the following qualities. They are in no particular order or ranking

Think strategically with imagination.	
Show high levels of physical motivation.	
Thoughtful and independent performers	
Understand how to improve skill from observation.	
Able to make decisions for themselves and others	
Respond quickly to new challenges and tasks.	
Creative or original in their physical response.	
Excel in a recognised sport – games/gymnastics/dance/athletics/swimming/Outdoor Adventure (usually from club coaching).	
High level of co-ordination. ♦ Catching and throwing/batting/striking a ball. Move from and through moves – jump-roll-twist-skip-hop.	
Show an awareness of their body in space ♦ Jump and twist. ♦ Jump and head a ball. ♦ Leap from 1 piece of equipment to another. ♦ Somersault-trampoline/in water/floor work (advanced)/on ropes.	
Combine move and show agility. ♦ Run, Jump, Catch a ball, Land, Pass. ♦ Move to catch a rolling ball and return to a target. ♦ Receive a ball, dribble and shoot Gymnastic/dance sequence showing travel/balance rolls.	
Show high levels of fitness. ♦ Speed/strength/endurance/flexibility	

Appendix 3

Recognising talent in drama

The drama indicators

Pupils with talent in 'making' drama will show evidence of particular ability in:

- Making conscious use of an extensive range of drama skills and techniques when they are creating dramas or performance pieces. As well as communicating meaning, they may also be hoping that the audience will be emotionally engaged
- Devising work which demonstrates an understanding of theatre styles or genre. (This may take the form of a group-devised drama or a written script or story board)
- Interpreting the work of other artists to create a polished 'product' often demonstrating originality and innovation
- The imaginative and expressive use of space, body and voice when experimenting with ideas and stimulus (or through imaginative play when very young)
- Working with intense concentration, energy and focus when rehearsing and acutely observing others in the action

Pupils with talent in 'performing' drama will show evidence of exceptional ability in:

- Controlling physical and vocal skills to express meaning and emotion when engaged in drama activities such as story telling or acting out a play. *For example, voice: making use of a range of accents and controlling their breathing to support volume and tone. For example, movement: creating pieces of theatre where aspects of mime are used with clarity and crispness*
- Designing, organising and managing the different technical elements employed in a performance or film. *For example, lighting, sound, costume, make-up (including masks) and scenery*
- Responding to an audience. *For example, through the effective use of timing, silence and eye contact.*

Pupils with talent in 'responding' to drama will show evidence of particular ability in:

- Their awareness, knowledge and understanding of different traditions, genre and styles of drama
- Evaluating and analysing their own work in drama and that of others
- Understanding the relationship and connections between the content and form of the drama
- Their eagerness and enthusiasm to read, see and talk about the dramas in which they have engaged whether in school, professional theatre, film or television

Appendix 4

Recognising talent in art and design

The art and design indicators

Pupils with talent in art and design will show evidence of particular ability in:

- Using artistic media to record accurately what is observed
- Recalling accurately from memory when using artistic media for visual and expressive purposes
- Recording observed three-dimensional forms in two dimensions, using appropriate perspective
- Controlling an artistic medium and related tools and equipment. These include graphic media, paint, clay and other three-dimensional construction media. For example, pencils: accurate tonal gradation using appropriate choice of hard and soft pencils. Paint: ability to judge the appropriate thickness when mixing paint to avoid it running when applied to a vertical surface; ability to select the correct size of brush for a specific task. Clay: ability to use a range of tools to create fine detail in ceramic model, etc.
- The expressive use of an artistic medium such as paint or clay

The will also show:

- An understanding of the use/manipulation of the visual elements of art and design. For example, ability to mix a wide range of tones of colour from a limited range; ability to simulate a wide range of surface texture using graphic media; an innovatory approach to composition; the ability to understand confidently and engage in the process of developing an abstract design from an observed source, etc.
- Originality and exercise of the imagination in the development and interpretation of visual ideas
- Confident engagement in the process of visual enquiry, and in selecting from a range of stimuli and starting points to incorporate elements imaginatively in their finished work
- Critical engagement with the work of mature artists and designers, which may positively influence their own creative endeavours

Appendix 5

Using Bloom's Taxonomy to challenge pupils' thinking

Bloom's Taxonomy divides the way people learn into three domains. One of these is the cognitive domain, which emphasises intellectual outcomes. This domain is further divided into levels. The taxonomy is a useful tool into planning for challenge in lessons because the type of questions asked at each level, especially the higher levels, aid the development of critical thinking.

When monitoring the quality of teaching for gifted and talented pupils, it might be useful to consider the level of questions that are being used in the lesson.

Level 1: Knowledge - exhibits previously learned material by recalling facts, terms, basic concepts and answers.

Key words: who, what, why, when, where, which, choose, find, how, define, label, show, spell, list, match, name, relate, tell, recall, select

Questions:

What is . . .? How is . . .?

Where is . . .? When did _____ happen?

Level 2: Comprehension - demonstrating understanding of facts and ideas by organising, comparing, translating, interpreting, describing and stating main ideas.

Key words: compare, contrast, demonstrate, interpret, explain, extend, illustrate, outline, relate, rephrase, translate, summarize, show, classify

Questions:

How would you classify the type of . . .?

How would you compare . . .? contrast . . .?

Level 3: Application - solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

Key words: apply, build, choose, construct, develop, make use of, organise, plan, select, solve, model, identify

Questions:

How would you use . . .?

What examples can you find to . . .?

How would you solve _____ using what you have learned . . .?

Level 4: Analysis - examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.

Key words: analyse, categorise, classify, compare, contrast, dissect, divide, examine, inspect, simplify, survey, test for, distinguish, relationship, function, motive, inference, assumption, conclusion

Questions:

How is _____ related to . . . ?

Why do you think . . . ?

What is the theme . . . ?

What motive is there . . . ?

Level 5: Synthesis - compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Key Words: build, choose, combine, compile, compose, construct, create, design, develop, estimate, formulate, imagine, invent, make up, originate, plan, predict, propose, solve, solution, suppose, discuss, modify, change, original, improve, adapt, minimise, maximise, delete, theorise, elaborate, test, improve, happen, change

Questions:

What changes would you make to solve . . . ?

How would you improve . . . ?

What would happen if . . . ?

Level 6: Evaluation - presenting and defending opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.

Key Words: award, choose, conclude, criticise, decide, defend, determine, dispute, evaluate, judge, justify, measure, compare, mark, rate, recommend, rule on, select, agree, interpret, explain, appraise, prioritise, opinion, support, importance, criteria, prove, disprove, assess, influence, perceive, value, estimate, influence, deduct

Questions:

Do you agree with the actions . . . ? with the outcomes . . . ?

What is your opinion of . . . ?

How would you prove . . . ? disprove . . . ?