

BISHOP'S HATFIELD GIRLS' SCHOOL

GIFTED & TALENTED POLICY

Date of last review: Spring Term 2016

Date of next review: Spring Term 2019

School Based Policy

Rationale

'Gifted and Talented' is a broad term that describes more able pupils. It is recognised that a small proportion of young people may be categorised as 'Gifted' in the sense of possessing exceptional ability in most or many areas of experience. A slightly larger proportion may be exceptionally 'Talented' in only certain specific areas.

BHGS aims to provide for the individual needs of all pupils. Therefore, it is important that the needs of 'Gifted and Talented' (G&T) pupils should be recognised and strategies developed for their identification and support.

It is critical to recognise the existence of all round exceptional ability but we also acknowledge the greater number of pupils who are either Gifted or Talented in specific areas.

There should be flexible provision for pupils requiring enrichment and support in order to achieve their full potential and raise their aspirations and attainment by developing their:

- Ability to learn
- Range of knowledge
- Core skills such as problem solving
- Creativity
- Intellectual curiosity
- Specific talents

A variety of processes will enable individual Gifted and Talented pupils to be identified. The curriculum will take into account the needs of Gifted and Talented pupils through differentiation, extension, enrichment and acceleration, making use of all available expertise and opportunities.

The pastoral needs of Gifted and Talented pupils will be recognised and supported by the school.

Identification of the cohort of Gifted and Talented pupils

The identification of Gifted and Talented pupils is not an easy task: consequently, a variety of methods should be employed in order to collate accurate information. Each method of identification has limitations, so we should not be too dogmatic in our approach, instead keeping an open mind.

The school may take advantage of information about pupils from a variety of sources:

- Teacher recommendation
- General checklists of the characteristics of Gifted pupils will be used to support staff referral (see later)
- Parents / Carers
- Peers
- Primary school
- Prior pupil knowledge will be taken into account, particularly at KS2 to KS3 transition

- Formal tests
- Attainment in external exams at KS2 or KS4
- Extra-curricular activities
- Through observed performance in the classroom
- External sources, eg Sports or Music Clubs

As a school we define a pupil as being Gifted and Talented where they have attained Level 5 or better in each of their KS2 National Curriculum tests and an average CAT score of 120 or higher. When 'scaled scores' are introduced for KS2 tests in 2016 we will use a new measure; this is yet to be decided and will be dependent on data from the first round of scaled scores published in the summer of 2016.

All teachers should know identified pupils and monitor progress via Fischer Family Trust data and the Gifted and Talented register.

Identification of Subject Areas

Each faculty and subject area will identify those pupils whom they consider to demonstrate a special 'talent' or aptitude for their subject. The criteria for deciding on these pupils will clearly vary between subject areas. For example, for some subjects it may mean that pupils demonstrate aptitude that should lead to them attaining A* grades at GCSE and A Level. In other subjects pupils may have a specific talent or skill such as achieving high grades in music exams or high level representative sport.

Faculty and subject areas should compile their own register of those who demonstrate these qualities and this will be saved into the shared area to enable a whole school picture of those pupils to be taken. The faculty register will be reviewed annually.

Curriculum

The central aim of BHGS is to provide all of our pupils with educational experiences and opportunities that will enable them to discover and fulfil their own potential. All programmes of study will have opportunities for enrichment and extension activities.

Differentiation is built into our curriculum planning:

- Differentiation by outcome. Pupils may respond at very different levels to the same initial stimulus.
- Differentiation by task. Some materials or activities will be accessible to only the most able pupils.
- Differentiation by pace. Gifted and Talented pupils need the facility to proceed at a greater speed.

There is a commitment to developing extension and enrichment materials which:

- Allow individuality of response

- Encourage creativity and imagination
- Satisfy developmental stage rather than chronological age
- Stress process rather than content
- Encourage high quality thinking/using higher order skills
- Provide many open-ended situations
- Give a sense of satisfaction and enjoyment
- Open up further opportunities for research
- Involve an abstract quality across the curriculum
- Involve problem solving and decision making
- Encourage empathy

Differentiated homework will be made available when appropriate, including open-ended tasks.

As wide an expertise as possible should be used in providing for Gifted and Talented pupils. Suggested schemes may include:

- Involvement with national associations to identify and make use of expertise from the community
- Shared ventures with other schools
- National activities and special events
- Opportunities made available by university links
- Workshop activities
- Opportunities to exercise leadership and develop communication skills in a peer tutoring situation
- Summer schools and master classes
- Where appropriate, pupils may be accelerated through a learning programme, e.g. taking a GCSE or AS Level early
- A resource base of extension and enrichment materials will be developed
- Links will be established/extended with other organisations

Pastoral

Gifted and Talented pupils need to be encouraged to integrate as fully as possible into the life of the school. Support structures are necessary which recognise their need to work with others of the same ability at times.

For some pupils, their 'giftedness' may cause them considerable problems. All staff should bear the following points in mind:

- Gifted and Talented pupils may exhibit classic symptoms of 'deviant' behaviour owing to frustration, impatience, and self-consciousness.
- Pupils of high intellectual ability can appear way ahead of their chronological age. Social growth does not always keep pace.
- Some Gifted and Talented pupils find their ability isolating and become loners.
- Under-achievement may be caused by Gifted and Talented pupils feeling threatened by peer pressure.
- Some Gifted and Talented pupils appear 'different' from their peers.
- All pupils respond to praise and it is just as important to Gifted and Talented pupils. There is a danger that praise is not given because expectations are so high.

Implementation of the policy

The school's Gifted and Talented coordinator is responsible for coordinating the identification and developments for Gifted and Talented pupils across the school.

Heads of Faculty and Heads of School are responsible for the implementation of the policy in their areas. The Gifted and Talented coordinator will liaise with them individually on a regular basis and collectively at TLL Meetings.

This policy gives direction to faculty policies for Gifted and Talented pupils, which will inform practical approaches to provision.

The Gifted and Talented coordinator will monitor and evaluate the progress of Gifted and Talented pupils.

APPENDIX

Positive characteristics of Gifted and Talented pupils – a general checklist

Pupils may demonstrate a few or many of these characteristics. Each one is significant, but a pupil may demonstrate his/her ability at different times with different colleagues -

- Possesses extensive general knowledge
- Has a quick mastery and recall of information
- Has exceptional curiosity; shows good insight into cause and effect relationships
- Asks many provocative, searching questions
- Easily grasps underlying principles and needs the minimum of explanation
- Quickly makes generalisations
- Often sees unusual, rather than conventional relationships
- Listens to only part of the explanation
- Jumps stages in learning
- Leaps from the concrete to the abstract
- Is a keen and alert observer
- Sees greater significance in a story or a film etc
- When interested becomes absorbed for long periods
- Is persistent in seeking task completion
- Is more than usually interested in 'adult problems' such as religion, politics, etc
- Displays intellectual playfulness: fantasises, imagines, manipulates ideas
- Is concerned to adapt and improve institutions, objects, systems
- Has a keen sense of humour; sees humour in the unusual
- Appreciates verbal puns, cartoons, jokes etc
- Criticises constructively
- Unwilling to accept authoritarian pronouncements without critical examination
- Mental speed faster than physical capabilities

- Prefers to talk rather than write
- Reluctant to practise skills already mastered
- Reads rapidly and retains what is read
- Has advanced understanding and use of language
- Shows sensitivity or empathy towards others
- Sees the problem quickly and takes the initiative

In addition to the above characteristics, gifted pupils may also display the following characteristics in certain subjects:

English

Reading

- Demonstrate a broad-based response to texts
- Pursue a wide range of texts independently
- See reading as part of a larger process – empathising, reflecting, interpreting, formulating opinions

Writing

- Imitate and manipulate voice, style and genre
- Transfer skills learnt in one form or another
- Generalise, moving easily away from what is immediate and concrete
- Tailor writing to even the most ill-defined or difficult of audiences
- Use varied syntax and extended vocabulary
- Write with originality, interpreting and formulating opinions

Speaking and Listening

- Anticipate and respond to oppositional arguments
- Use language with originality
- Identify key points and follow logical arguments when listening
- Reinterpret written material for talk which engages its audience

Maths

- See the formal structure of the problem
- Spot redundant or missing information
- Suggest plausible ideas for the solution of a novel type of problem
- See when a method is transferable to another topic
- Make jumps in reasoning
- Change tack when a method fails while retaining its vital features

- Criticise inelegant solutions
- Retain former levels of competence with little revision

Science

- Demonstrate exceptional speed of thought, e.g. rapid response to new ideas
- Show caution when accepting explanations for experimental evidence
- Suggest open investigation
- Recognise that there are alternative, often conflicting, ideas in science
- Show creativity in suggesting alternative solutions which draw upon a wide or specialist knowledge of the subject
- See links and relationships between data not spotted by others
- Produce responses that have involved superior reasoning and considerable mental effort

Negative characteristics of Gifted and Talented pupils – a checklist

Staff need to be alert to pupils who demonstrate some of the characteristics outlined below and who may be in need of greater support or challenge –

- Anti-school
- Orally good while written work poor
- Apparently bored
- Restless and inattentive
- Absorbed in private world
- Tactless and impatient with slower minds
- Friendly only with older pupils
- Self-critical
- Poor social relations with peers and teachers
- Emotionally unstable
- Outwardly self-sufficient