

Wickford Primary School
Gifted and Talented Policy
January 2019

Co-ordinator: J Appleby

In general terms, up to about 10% of our school cohort is to be viewed as being Able, Gifted or Talented and as such will benefit from activities that enrich, extend and accelerate their learning.

Wickford Primary School is committed to providing a rich and challenging curriculum for all its learners; one that promotes the highest standards and encourages each and every individual to achieve their full potential.

In the Classroom

Able – Describes children who excel in academic subjects such as reading, writing, maths and the humanities. Typically, 5-10% of the cohort may be considered as able.

Gifted – A much smaller percentage of able children may be considered as gifted. Typically, up to 5% of the cohort. (*See page 2 for differences between able and gifted children.*)

Talented - Describes children who excel in practical subjects such as PE, art, D&T and music. Typically, 5-10% of the cohort may be considered as talented.

There are a wide range of behaviours and characteristics of able, gifted and talented children. Some may display more or less of these behaviours and characteristics than others. Able, gifted or talented children are likely to present themselves in some of the following ways:

- 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 their own interest areas
- Have an ability to work things out in their head very quickly
- Have a good memory that they 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 their 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
- Not necessarily be well-behaved or well liked by others

Some possible differences between an able and a gifted child may include:

An able child	A gifted child
Is interested	Is highly curious
Answers the questions	Discusses in detail
Knows the answers	Asks the questions
Top set	Beyond the group
Grasps the meaning	Draws inferences
Is alert	Is keenly observant
Completes the work	Initiates projects
Has good ideas	Has unusual and silly ideas
Enjoys school	Enjoys learning
Good memory	Good guesser
Is pleased with learning	Is highly critical
Is receptive	Is intense
Learns easily	Already knows
Enjoys the straightforward	Thrives of complexity
Sequential	Multi-focussed
Enjoys peers	Prefers adults or older people
Absorbs information	Manipulates information

How to identify Gifted and Talented children

- Parental information
- Teacher nomination
- Checklists and other documents
- Testing
- Children's Work
- Discussions with children

Teachers will create opportunities to talk with pupils individually or in small groups to form an intuitive awareness of those who think perceptively, reflectively and evaluatively about their experience.

The role of the Class Teacher

Teachers who are most successful with Gifted and Talented:

- Look for opportunities to widen the scope of learning activities beyond the school and the classroom.
- Encourage pupils to take risks, to play with ideas and to see failure as an inherent part of problem solving.
- Are sensitive to the particular difficulties some Gifted and Talented pupils face in relationships with their peers and the stress that can be caused by teacher and parental expectation.
- Invite pupils to plan their own work from time to time.
- Help pupils articulate and set their own goals and targets for their work, including how they will evaluate the outcome.
- Provide rigorous and constructive commentary on pupils' work.
- Use 'Wickford Junior School Subject Identification' denouement to support identification.

The Learning Environment

- **Self-direction with independence of thought and action**
This will mean training in self-confidence and skills for independent research.
The use of "Mind Maps" can be a useful strategy.
- **Opportunities to be involved in group work.**
Pupils need to work with others of similar abilities.
- **Experience of failure or difficulty**
Risking failure is an important process in development of any pupil. Some Gifted and Talented pupils do not experience failure until very late in their educational lives. It is helpful if pupils are taught strategies for coping with failure.
- **Imaginative and creative work**
This is characterised by high teacher expectations and appropriate challenge.
- **The Curriculum**

All lessons should be appropriately differentiated to meet the needs of all pupils; this includes providing more challenging materials for gifted and talented pupils and teachers targeting pupils with higher order questioning. Thinking skills lessons (circle time, smart thinking and philosophy) are embedded in our curriculum at WPS which provide opportunities for all pupils to develop their thinking skills.

It will sometimes be necessary to look outside the National Curriculum framework for opportunities for gifted & talented pupils.

The Curriculum/Subject coordinator

The curriculum/subject leader is in a good position to take a lead role in developing and evaluating the curriculum provision for Gifted and Talented pupils. The curriculum/subject leader can:

- Maintain a general overview of the subject provision and identify any gaps or shortcomings.
- Support developments and assist colleagues in planning differentiated activities.
- Keep up to date with resources that can extend and enrich the core curriculum.
- Monitor the effectiveness of provision in their subject and the pupil's response to this provision.

The Gifted and Talented Coordinator

The coordinator will have an oversight and responsibility for all aspects of the school work with Gifted and Talented pupils by:

- Supporting the school and staff in their identification and monitoring of Gifted and Talented pupils.
- Keeping up to date with information about resources and services and being responsible for sharing this information with colleagues and parents.
- Encouraging the development of suitable in-house enrichment opportunities as well as extra-curricular activities.
- Co-ordinating the use of external agencies or people from the community, resources and facilities.
- Contributing to aspects of whole school planning and policy making.
- Facilitating and contributing to staff development and training.
- Liaising with the governing body.

In-School Support

The following clubs or booster groups are part of the in-school support for able, gifted and talented children. They may change or run periodically during the year.

E.g. Reading clubs; Art; Languages.

Outside Agencies

The following clubs run as part of our support. They may change or run periodically during the year.

Chelsea Football Club; Music Teachers – Essex Music Services; Dance Teacher – Jan Cole; Science Days at Bromfords; School Sports Partnership – Bromfords; Phoenix swimming club.

Policy reviewed: January 2019

To be updated: January 2021