



Olveston CEVC Primary School Policy for Talented, Able & Gifted Pupils

Olveston Primary School is committed to providing an environment which encourages all pupils to maximise their potential. The Talented, Able and Gifted policy, although aimed specifically at the more able, is intended to be inclusive in its nature and is therefore consciously aimed at raising achievement throughout the school as well as meeting the needs of the most able. Provision for 'gifted and talented' is the responsibility of all members of staff at Olveston Primary School; by raising the achievement of the more able we aim to raise the achievement of all children within the school.

General Definition:

The drawback of a narrow definition is that it tends to be exclusive; Renzulli opts for the broadest definition. He says, 'Gifted behaviours may occur in certain people at certain times under certain conditions'. This admirably all encompassing definition reminds us of the need to recognise, encourage and nurture little sparks or moments of ability in individual children who, at a given time, may not be on the 'gifted and talented' register.

The whole area of defining and identifying 'gifted and talented' is potentially complicated, but can be simplified because, for the purposes of the Excellence in Clusters initiative (and our register), we are required to identify between 5 – 10 % of children (of which approximately 60% should be 'gifted' [academically] and 40% 'talented' [art, music, sport]). This means that the children chosen are actually the most able within the current Edgware Junior School population and not necessarily by objectively defined criteria of giftedness.

In the context of Edgware Junior School, we will use the terms 'most able' or 'more able' in place of 'gifted and talented'.

A gifted or talented pupil is generally accepted to be one who demonstrates a significantly higher level of ability than most pupils of the same age in one or more curriculum areas or in any of the following:

- Physical talent
- Artistic talent
- Mechanical ingenuity
- Leadership
- High intelligence
- Creativity

(Eric Ogilvie, 1973)

It is worth remembering that 'gifted and talented' pupils can be:

- High intelligence
- Creativity

(Eric Ogilvie, 1973)

It is worth remembering that 'gifted and talented' pupils can be:

- Good all-rounders
- High achievers in one or more areas
- Of high ability but with low motivation
- Of good verbal ability but poor writing skills
- Very able with short attention span
- Very able with poor social skills
- Keen to disguise their abilities

Identification:

The TAG co-ordinator will update the register on a termly basis. Teachers will feedback any developments within their class. The co-ordinator keeps an overview of the provision the school provides, to ensure that all needs are being met and pupils have the opportunity to meet their potential. This may be done through curriculum activities and extra curricular clubs and events.

Provision:

Within the curriculum, use a variety of strategies including:

- use enjoyable methods and tasks to deliver the curriculum (especially devising creative and innovative ways of encouraging speaking and listening)
- make every effort to regard curriculum guidelines as building blocks from which to explore rather than as straitjackets to restrict.
- enrichment days/special activities (maths day, arts day etc)
- enrichment groups (eg Year 6 maths and English extension)
- give pupils opportunities to serve on various working parties (e.g. newsletter, school council, sports reports etc.)
- recognise achievement (teacher praise, records of achievement, head teacher's awards etc).
- in addition to adequate differentiation, build in extra extension activities, where appropriate, across the curriculum:
- plan to increase the proportion of higher order thinking skills within schemes of work;
- set 'open' tasks whenever appropriate; giving children a degree of choice and ownership in a particular task or activity
- varied and flexible pupil groupings, sometimes allowing more able pupils to work together, sometimes allowing them to take particular roles in mixed-ability groups;
- encourage children to evaluate their own work and so become self-critical.
- encourage children to explain to each other
- do not clutter children with too much instruction – let them think for themselves.

Outside of the curriculum, provide a range of opportunities for all children, including more able:

- Choral Group
- Instrumental tuition (including steel drums)
- Football team
- Basketball Tournament
- Pop Lacrose
- Netball team
- ICT Club (Portal)
- Swimming
- Tag Rugby
- Drama Club
- Art Club

Management Strategies:

One teacher co-ordinates the provision and practice within the school for more able and very able children. The Co-ordinator's role includes:

- Ensuring that the more able and very able register is up to date
- Monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by more able and very able children across all curriculum areas
- Regularly reviewing the teaching arrangements for more able and very able children
- Monitoring the progress of more able and very able children through ongoing discussions with teachers
- Supporting staff in the identification of more able and very able children
- Providing advice and support to staff on teaching and learning strategies for more able and very able children
- Regularly reviewing the teaching arrangements for more able and very able children
- Monitoring the progress of more able and very able children through ongoing discussions with teachers
- Supporting staff in the identification of more able and very able children
- Providing advice and support to staff on teaching and learning strategies for more able and very able children
- Liaising with parents, governors and LEA officers on issues related to more able and very able children.
- Attend regular Gifted & Talented Co-ordinators Meetings

The Co-ordinator for our policy on more able and most able children monitors this policy on a regular basis and gives feedback to the governing body. The monitoring includes feedback from parents and children, as well as regular classroom observations of teaching and learning, and regular evaluations of children's written work. The Co-ordinator collects samples of work from more able and most able children, in order to demonstrate the standards that they are achieving. We use these examples to inform the process of identification of more able and very able children.

Ratified by: _____

Date: _____

Review Date: _____