



**THE KING'S SCHOOL,
MACCLESFIELD**

JUNIOR DIVISION

**LEARNING ENRICHMENT
POLICY DOCUMENT FOR GIFTED
AND TALENTED PUPILS**

Implemented: May 2009

Next revision: May 2012

Members of staff with responsibility for Learning Enrichment:

Mrs. A. Eardley (Juniors) Miss N. Partington (Infants)

Rationale

Our school will have, at any time, a number of extremely able, gifted or talented pupils, some of whom may perform at a level that well exceeds the level of others on their class or that expected for children of their age group. This may be in one or more areas of learning. Their performance will exceed that of above-average achievers and sometimes that of children described as well above average for their age.

We believe that we can make a difference in enabling these pupils achieve the greatest possible progress.

Our definition of ability recognises academic, practical, creative, musical, physical, sporting and social performance. It also recognises that a child may possess this potential although their performance may not currently reflect this.

We believe that provision is generally most effective when it is made within the classroom, through a stimulating, differentiated curriculum. We also recognise that in some cases, particularly with pupils talented in PE, Sport and Music, we need to work with external partners to meet their needs.

AIMS AND OBJECTIVES

The aim of this document is to ensure a consistent approach to the identification and support of the very able or gifted child through:

- An agreed, shared definition of the terms “gifted” and “talented” (known as ‘G & T’);
- Identification of the G & T pupils as early as possible;
- Substantiating identification by the use of objective assessment measures, where appropriate;
- Meeting pupils’ needs with a range of appropriate strategies;
- Raising staff awareness of the range of strategies available to them;
- Create a positive climate of learning throughout the school;
- Working in partnership with parents/carers to help them promote children’s learning and development;
- Making use of the wider community to enhance learning opportunities;
- Continuing to support all children;
- Appointing a Learning Enrichment Pupil co-ordinator to co-ordinate the above.

ORGANISATION AND IMPLEMENTATION ARRANGEMENTS

Definitions

“Gifted or Talented pupil” refers to a pupil whose performance or potential performance:

- Substantially exceeds that of his/her peers in relation to national expectations;
- Substantially exceeds that of their peers in relation to their age group in school.

It describes pupils who:

- perform extremely highly on standardised tests of ability, national tests or examinations;
- perform or who are potentially able to perform, at a level that substantially exceeds that which is expected for their age across a range of subjects;
- perform, or who are potentially able to perform, at a level that substantially exceeds that which is expected for their age in a particular area, including the creative and performing arts and physical activities;
- Will include those of exceptional ability and talent who function at levels several years beyond expectations for their age or whose quality of performance is markedly superior to that which is usually encountered.

It is recognised that the terms, “talented”, “elite” and “performance” may be used to describe pupils that perform or who have the potential to perform at levels beyond those expected in Physical Education (PE), sport and music.

Identification is usually made by:

- Teacher nomination;
- Audit of special abilities (formal or informal);
- Previous records;
- Test results/ teacher assessments;
- Pupil’s work;
- Parental information;
- Information provided by external agency e.g. club or national governing body (NGB).

Assessment methods include:

- SATS results;
- NFER tests;
- In-house tests;
- Response to increased challenge;
- Provision of opportunity;
- Response from external agency;
- Teacher observation, agreement trialling against national curriculum (NC) levels.

ORGANISATION WITHIN THE JUNIOR DIVISION

Able

These children are performing at the upper end of the ability range for their year group.

- In the Infant School, differentiated activities are provided within the classroom in all areas of the curriculum.
- In the Junior School, differentiated activities are provided within the classroom by the system of 'setting' in Maths in Years 3-6 and Maths and English in Years 5-6. Able children will be working in the upper sets for these subjects.
- In other subjects, extension activities will be provided by subject co-ordinators and class teachers.

Gifted and Talented

These children may exceed the expectations for the ability range within their year group.

- These children require personalised and specific extension activities which will be agreed between the class teacher, subject co-ordinator and Learning Enrichment Co-ordinator.
- It can be very difficult to identify 'Gifted and Talented' or able children within the Infants as there can be a huge variation in maturity and experience. All Infant Staff are careful to challenge and nurture able or skilled children through differentiation on a daily basis, and close contact is maintained with the Learning Enhancement co-ordinator.
- Foundation Stage children who reach 'Indicator 9' on the Foundation Stage Profile are highlighted as working to a high standard for their age. This however, does not mean that they are necessarily deemed gifted and talented. Should children display natural levels of talent or skill well beyond their chronological age then strong consideration would be given as to their suitability to go on the register.

Modes of working

The class teacher/form tutor will:

- Take steps to identify G & T pupils within their class as soon as possible;
- Assess/gather data to support the nomination;
- Liaise with the G & T Pupil Co-ordinator;
- Agree, plan and implement appropriate provision;
- Record strategies to be used;
- Include provision in medium and short term plans, as appropriate;
- Review provision regularly.

Once a need is identified, the class teacher/form tutor will work alongside the Learning Enrichment co-ordinator to validate this nomination with assessment data. If all agree that the criteria are met, the child's name is entered in the register. Pupils who have been identified and nominated by an outside agency, e.g. sport, may require information to be provided by a coach or talent development officer.

Strategies for supporting the able child

One or more of the following can be employed to meet the needs of the individual:

- Planning for differentiation;
- Use of questioning to raise the level of challenge;
- Teaching thinking skills;
- Fostering creativity;
- Restructuring class organisation or pupil grouping;
- Home-school partnerships;
- Pastoral care and mentor support;
- Support from beyond the school, e.g. music tuition/sports coaches etc.

There is a particular need to identify 'Gifted' and 'Talented' children who are underachieving. Typical characteristics of such children are low self-esteem, academic avoidance behaviour, poor study skills, poor peer acceptance and lack of concentration.

A 'G&T' pupil may be taking part in activities outside school that:

- Are very demanding on their time and physical resources, e.g. dancers, swimmers, gymnasts. This can lead to tiredness and consequent underachievement in other areas of the curriculum. It is vital that teachers work with parents and external coaches/tutors to implement appropriate strategies to deal with this.
- They consider being potentially embarrassing to their peer group and/or teachers. They may wish to keep their involvement in the activity private even though it may demand a high level of time and commitment. For example, boys taking part in dance activities.

How to identify the underachieving child

'G & T' pupils may not always perform well at school. Their written work may be poor; they may appear inattentive, lazy and lethargic, or daydream. They may spend a great deal of time decorating their notebook and be disruptive or uncooperative in lessons. They may also be difficult to motivate and critical of others in class. This can be due to boredom because not enough is being demanded of them. In some cases the child may deliberately be underachieving due to a desire to appear 'normal'.

'G & T' children may demonstrate the following traits:

- Have an extended general knowledge;
- Pursue hobbies with great enthusiasm, verging on obsession, being strong willed and determined;
- Show keen powers of observation and reasoning;
- Able to generalise from a few given facts, being able to memorise facts and information quickly;
- Prefer games and hobbies usually associated with older children.

CO-ORDINATION OF LEARNING ENRICHMENT

It is the role of the G & T Co-ordinator to:

- Liaise with class teachers/form tutors;
- Make the teacher aware of the assessment data required;
- Collate the assessment materials and results;
- Work with the teacher to support the pupil;
- Maintain the G & T register;
- Work with all parties to decide the strategies to be used to maximise learning and development;
- Work with the teacher to plan provision;
- Liaise with and arrange other agency referrals as appropriate;
- Act as/appoint a mentor if appropriate;
- Review provision on a regular basis;
- Liaise with the Principal of the Junior Division and or the Vice-Principal of the Infant/Junior Department.
- Review the effectiveness of the policy.

Involvement of Parents

When a child is initially identified as performing at the level defined as Gifted and Talented, their name is placed on Stage One of the register (*Appendix 2*) and extension activities are provided and recorded. At this stage, parents are not involved as evidence is collected to support this belief.

After an agreed period of time (maximum of one term) and after agreement between the class teacher, Learning Enrichment Co-ordinator and Principal of Junior Division, parents may be invited into school to discuss the next stage of the child's development.

At this point, the child will be placed on Stage 2 of the register and this will involve the raising of an ILEP (Individual Learning Enrichment Plan - *Appendix 1*). This will be agreed by all parties and reviewed on an agreed and regular basis including before the child moves to a new year group.

Careful consideration must always be given before involving parents of children in the Infant School as we recognise that there can be huge fluctuations when comparing children from one year to the next due to maturity levels. Children within the Foundation Stage, in particular, will have had very different experiences and their peers may catch them up over the course of the year.

CONCLUSION

The King's School makes certain that pupils with Learning Enrichment needs play a full part in the life of the school. It is important to us that all pupils succeed.

Further Divisional policies that share links with this policy are;

- Assessment, Recording and Reporting
- Planning
- Equal Opportunities
- Learning Enhancement

THE KING'S SCHOOL
 MACCLESFIELD
 Infant, Junior and Senior Divisions

Appendix 1

Individual Learning Enrichment Plan (ILEP)

Name: _____

Form: _____

L.Enr Stage: _____

Date of Birth: _____

Area of strength: _____

Details/Evidence:

Action required:

	Review date	Review date	Review date	Review date	Review date
Half- termly review					

Signature of member of staff: _____

Date: _____

