



GIFTED AND TALENTED CHILDREN POLICY For St. James' School

**Date: July 2011
Annual Review
Next Review: July 2012**

Aims:

At St. James' School, we are committed to providing an environment which encourages all pupils to maximize their potential and this clearly includes pupils who display some form of giftedness. The School should provide for such children an entitlement to appropriate education, work at higher cognitive levels, opportunities to develop specific skills or talents, whilst also having a concern for the whole child – social and intellectual.

Definitions:

“An able child, as defined by our school, is one who achieves, or has the ability to achieve, at a level significantly in advance of the peer group. This may be in all areas of the curriculum or in a limited range”. (Eyre, 1999)

A gifted pupil is one who is in the top 5 – 10% of the pupil population of the school or class group (DCSF definition) who ‘has the capacity for or demonstrates high levels of performance in an academic area’. At St. James' School we cannot identify gifted pupils as a percentage of a class or school group, as the sample is far too small to provide an accurate assessment. We therefore use standardised test scores which are common to all pupils for identification purposes. Pupils with a standardised score of 130+ are in the top 2% nationally and this is the traditional definition of “mentally gifted”. Pupils with a score of 120+ are identified in the top 10% nationally and would therefore be considered “gifted”.

Academic Giftedness will include pupils who:

- Are recognised as having greater potential or to be performing at significantly higher levels in comparison with their peers.
- Excel in specific academic fields
- Exhibit high performance capability in intellect
- Achieve through the medium of standardised tests, a score between 120 and 140
- Exhibit marked linguistic capability

A talented pupil is one who is in the top 5 – 10% of the pupil population at the school or class group with a specific ability in a non-academic area: Due to the small sample of pupils at St. James', we cannot use this method. We therefore identify specific achievements in the following areas:

- *Physical talent – games, sports, skilled, dexterity*
- *Visual/Performing Abilities*
- *Mechanical Ingenuity – construction, object assembly (or disassembly), systematic, working solutions*
- *Outstanding leadership – organizer, outstanding team member, sound judgments*
- *Social Awareness – sensitivity, empathy, career*
- *Creativity – artistic, musical, linguistic*

Identification of the gifted and talented

Before identifying any child gifted in a particular area, St. James' School aims to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils a ‘gifted’ or ‘talented’ is a judgment which applies to the current class/school context and refers to the current level of performance only. This means that ‘at this time, this child is showing ability in a particular area’. The School will try to foster this ability where possible.

A gifted or talented pupil should be identified using a variety of methods:

- Teacher nomination
- Parental nomination
- Assessment results
- Peer nomination
- Specialist teacher identification
- Self nomination

Please note that gifted pupils may be:

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

Everyone, in St. James' School, has a responsibility to recognize and value pupils' abilities. We are aware that:

- Unnecessary repetition of work is de-motivating and de-motivated pupils will not always demonstrate potential
- There is sometimes peer pressure to under-achieve
- Gifted pupils are not always easier to reach than other pupils

Provision for the Gifted and Talented

Types of Provision:

Classroom differentiation

- *Teachers have high expectations*
- *Tasks are assigned to take account of levels of existing knowledge, skills and understanding*
- *There are planned extension opportunities or open-ended tasks*
- *There is access to higher tier assessment papers*
- *Small group work*
- *Grouping by ability*
- *Differentiated homework*
- *Schemes of work that address the needs of G&T pupils*

School based provision

- School clubs (all pupils should be encouraged to participate as much as possible)
- Fast tracking groups (this can involve moving a child up a chronological year)
- Enrichment opportunities
- Opportunities for performance (there are numerous concerts etc. and/or opportunities to display work or encourage further study)
- Specialist teaching

Out of school provision

- National schemes (e.g Woodard Masterclass)/ competitions (e.g ISA)/ festivals (e.g Bradley)

Role of the Coordinator

- The Heads of Prep and Senior School are the G&T co-ordinators and their chief responsibilities are to co-ordinate an audit programme for G&T pupils and to monitor School Development. They will maintain a register for G&T and ensure that appropriate records are kept. They will also liaise with subject coordinators to identify strategies and resources to achieve the aims of the policy.