

## **8.7 Gifted, Talented and High Flyers Policy**

### **Introduction**

A key feature of our School's Mission Statement is that we wish to create a culture of achievement. Coopersale Hall School believes in providing the best possible provision for pupils of all abilities.

We believe that all pupils are entitled to make the greatest progress possible and that any special abilities or talents should be identified as early as possible and be developed during the pupils' time at this School.

At Coopersale Hall School, the terms are distinguished as follows:

- 'Gifted' refers to a child who is achieving a level well above the average in comparison to their peers in an academic subject
- 'Talented' refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport or music or art.
- 'High flyers' refers to a child who shows greater progress/ aptitude to a particular subject/ topic within a subject, for a period of time.

The school encourages teachers to identify gifted/talented and 'high-flying' pupils through ability rather than solely on achievement, so that underachievers are also among those identified. We recognise that these pupils who are gifted/talented/more able, do not always show their ability; they may be hidden or remain as potential. We also believe that some pupils, for a certain period of time, will be achieving above the average of their peers in a specific area of a subject, e.g., fractions in Maths and should be given the opportunity to extend their ability, by further differentiated activities, beyond the classroom situation. These pupils will be identified as 'high-flyers'. Attendance within these groups will be flexible and last for a specific number of sessions.

Planning for gifted, talented and high flying pupils will be most effective when it is a part of the process of planning for a class and is fully embedded in the School's planning formats.

### **Aims**

- To ensure that all staff can successfully identify gifted , talented and high flying pupils
- To enable such pupils to develop to their full potential by providing an education that is appropriate to their abilities and needs
- To offer these pupils opportunities to generate their own learning
- To ensure that we challenge, develop and extend the pupils' thinking skills through differentiated, extended and enriched learning activities
- To encourage all such pupils to think and work independently
- To develop the specific skills or talents of each pupil
- To be concerned not only for pupils' academic development, but also for their spiritual, moral, social and cultural development
- To involve and encourage parents in meeting the needs of their gifted, talented or high flying pupils
- Support our teachers to:

- promote excellence while structuring effectively for all pupils.
- incorporate the highest possible expectations.
- value and build on prior learning.
- value the qualities, gifts and talents of all learners.
- promote the social and emotional skills of all learners.
- use systematic encouragement and specific praise.
- include opportunities for demonstrating, developing and celebrating high levels of aptitude and ability.
- encourage risk taking.
- offer scope for intellectual initiatives.
- provide quality assessment for learning and focused feedback.
- accelerate and expand learning whenever appropriate.
- open doors to learning beyond the classroom.
- encourage pupils to experiment and speculate.

### **Identification of Gifted, Talented and High Flying Pupils**

Identification will be through a balance of different approaches and strategies. A Gifted, Talented and High Flyer Child Register will be drawn up using the following kinds of evidence:

- The David George Criteria (*Exceptionally Able Children*, 1997, rev. ed. p12)
- Teacher nominations based on relevant assessment profiles and assessments in lessons
- Feedback from identification tests such as PIPs, Rising Stars, reading and spelling tests
- Parent consultation - teachers discuss the pupils' progress with parents at consultation evenings and through written reports once/twice a year depending on the child's age

The identification process is ongoing and begins when each child joins the School. When the youngest children join our Kindergarten they have comprehensive reports written about them, which include any specific aptitude in a particular area.

The identification process will include the following criteria:

Bright Child...Gifted Learner (David George)

<b>Bright Child</b>	<b>Gifted Learner</b>
Knows the answers	Asks the questions
Is interested	Is highly curious
Has good ideas	Has wild, silly ideas
Works hard	Plays around yet tests well
Answers the questions	Discusses in detail, elaborates
Is in the top group	Is beyond the top group
Listens with interest	Shows strong feelings, opinions
Learns with ease	Already knows
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiated projects
Is receptive	Is intense
Copies accurately	Creates a new design

Enjoys school	Enjoys learning
Absorbs information	Manipulates information
A technician	An inventor
Good at memorising	Good at guessing
Enjoys straight forward sequential presentation	Thrives in complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical

The identification process is ongoing and begins when each child joins the School. When the youngest children join our Nursery they have comprehensive reports written about them, which include any specific aptitude in a particular area and are assessed using ASPECTS and PIPS.

Children in our Transition class are assessed using the Early Years Foundation Stage Profile format. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's EYFS Profile when planning for individual needs.

Gifted pupils in English and Humanities are identified when they:

- Demonstrate relatively high levels of fluency and originality in their conversation
- Consistently produce written work of a high standard
- Use research skills more effectively to collect and categorise information
- Enjoy reading
- Respond well to a range of tests at a more advanced level
- Use a wider vocabulary
- Enjoy working with words
- Are able to see the 'bigger picture'
- Can see issues from a broader perspective
- Are able to use more advanced skills when engaged in discussion
- Are able to consistently display creativity in their work.

Gifted pupils in Numeracy/Mathematics are identified when they:

- Explore a broader range of strategies for solving a problem
- Are more curious when working with numbers and investigating problems
- See solutions more quickly, without needing to try all the options
- Look beyond the question in order to hypothesise and explain
- Work more flexibly
- Establish their own strategies
- Enjoy manipulating numbers.

In addition he/she may:

- Finish his/her work and extension work quickly
- Be able to complete his/her work and extension work but shows no interest in doing so
- Be interested in things that are normally associated with an older child
- Communicate well with adults, often better than with their own peer group
- Have a wide range of interests, some of which may be almost obsessions

- Demonstrate exceptional insight or perception
- Have a good memory, enabling access to a wide range of general knowledge
- Be sensitive
- Have strong views on what is fair or right
- Have an original and lively imagination, often linked to a similar sense of humour
- Be disruptive if not occupied or stretched
- Be low in personal organisation
- Be 'gifted' orally, but not in written work (often applies to boys)

Talented pupils in non-academic subjects are identified when they demonstrate some/all of the following general abilities:

- Can develop original material from a stimulus
- Are focused and committed to achieve
- Grasp new skills and abstract concepts quickly
- Exhibit creativity and spontaneity whilst solving problems or developing ideas
- Have a strong desire to create in the visual form
- Show a passionate interest in the world of Art and Design/Music/Sport and Dance
- Understand that ideas and meanings in their own and others' work can be interpreted in different ways
- Think and express themselves in creative and original ways
- Push the boundaries of normal processes (they test ideas and solve problems relating to issues).

In Sport/Dance the talented child may also:

- Demonstrate excellent visual/spatial awareness
- Make new connections and synthesise ideas independently and collaboratively (dance)
- Demonstrate a specific acquisition of skill level in a practical task significantly above their peers
- Be able to successfully extend a task without teacher direction.

In Art the talented child may also:

- Use materials, tasks and techniques skilfully
- Learn new approaches easily
- Be able to critically evaluate visual work and other information
- Exploit the characteristics of materials and processes.

In Music the talented child may also:

- Learn and retain new tunes quickly
- Show an innate sense of the key structure and pitch
- Be able to keep a steady pace regardless of what happens around them
- Repeat back more complex or longer rhythm patterns
- Display a distinct sense of internal rhythm
- Be able to listen for sustained periods of time
- Be able to discern textures within a piece of music
- Recognise quickly instruments and themes (analytical listening)

## **Procedures and Provision**

When a gifted/talented/ high flying pupil is identified by a class/specialist subject teacher, s/he should consult SENCo and draw up criteria on which the judgement is being made.

The class/specialist teacher should complete the forms held by the SENCo.

The child's name will then be entered in the Gifted and Talented/ High Flyers' Register, which will be kept by the relevant Coordinator.

The SENCo will liaise with the relevant Subject Coordinator and specialist/class teacher to identify whether further differentiated work within the classroom will extend the pupil's gifted/talented / high flyer ability/ies.

The Headmistress, SLT and parents will be informed.

The SENCo will monitor the input given to the pupils involved to ensure that all of the needs of these pupils are being met within the curriculum.

Regular meetings will be held to review the provision. Minutes will be passed to the SLT and Headmistress.

Provision may involve focused teaching, whereby specific planned time is used by the class teacher, specialist teacher or support staff to work with the gifted child.

Withdrawal across year groups may be necessary, whereby nominated pupils are taken out of their normal class teaching to work with another adult.

The School will undertake a Gifted and Talented/ High Flyers Provision Audit on a two-year cycle in line with the policy review.

## **Teaching and Learning Style**

Our teachers plan carefully to meet the learning needs of all the pupils. We give all pupils the opportunity to show what they know, understand and can do. Class teaching that responds to the needs of Gifted, Talented and High Flying pupils may involve strategies such as:

- Challenging – providing activities and experiences that engage interest and stimulate thought and action at a high level
- Setting pupils more complex tasks that combine objectives or require them to apply objectives in less familiar contexts with/without support from a member of staff
- Enrichment – adding breadth and range to a pupil's attainment and progress through activities and experiences that consolidate and widen the pupil's knowledge, skills and understanding

- Extension – providing opportunities for pupils to increase the depth of their knowledge, skills and understanding by setting an individual activity with a common classroom theme
- Acceleration – allowing pupils to progress through their work at their own rate of learning. In some cases this may involve using objectives from those outlined for later years
- Setting more demanding criteria for learning outcomes and for assessing these individually and/or in a small group
- Specialist teaching – providing teaching that utilises the particular skills and expertise of individual teachers
- Team teaching – team-based approaches in a year group, or across year groups, which enable the skills or enthusiasms of particular teachers to be made more widely available to Gifted and Talented pupils.
- Differentiation – modifying the learning experiences of Gifted and Talented pupils to promote the opportunities for them to engage primarily in higher-order thinking skills
- Out-of-class activities – these offer talented achievers the opportunity to further extend their learning through:
  - Extra Curricular Clubs (School-based)
  - Extra Curricular Clubs (non-School-based)
  - Music practice, performance and competitions
  - Sports practice, performance and competitions
  - Special events e.g. residential visits
  - Community projects
  - Charity events
  - Instrumental Music lessons such as piano or recorder
  - A range of educational visits which enhance the curriculum
  - Visits by experts to the School such as *Young Shakespeare Company*
- Homework – learning is also enriched through regular homework activities linked to the work being undertaken in class. This offers teachers the opportunity to set work at the level of individual pupils, and to extend the gifted child with open-ended questions.

### **Roles and Responsibilities**

The G & T Coordinator, with reference to both the G & T ‘High-Flyers’ policy and the LDD/SEN policy organises the provision and practice within the School for gifted, talented and ‘high-flying’ children. Her role includes:

- Supporting staff in the identification of and setting up of provision for gifted, talented and ‘high-flying’ children
- Collating and monitoring the register of gifted, talented and ‘high-flying’ children
- Monitoring teacher’s planning to ensure that suitable tasks and activities are being undertaken across all curriculum areas by the higher achievers
- Reviewing the teaching arrangements for these particular children in collaboration with SENCO and Head mistress
- Monitoring their progress through half termly discussions with teachers
- Providing advice and support to staff on teaching and learning strategies
- Liaising with parents on related issues when required
- Promoting the School’s agreed policy and practice with regard to the teaching and learning provision for gifted, talented and ‘high-flying’ children

- Auditing the quality of provision, writing action plans for school improvement, and monitoring and evaluating progress with such action plans, in partnership with the Headmistress and Senior Leadership Team

The Subject Co-ordinators or Foundation Stage Co-ordinator will endeavour to locate suitable material/tasks for these children who should be passed to the appropriate class teacher or specialist teacher.

The class/specialist teachers and key workers will:

- Fulfil their role in the identification of gifted, talented and 'high-flying' children
- Deploy the agreed professional approaches to the development of gifted and talented children
- Ensure that the parents of these children have ample opportunity to contribute to, and receive feedback about, the assessments of their children's progress
- Seek the advice and guidance of subject co-ordinators or Foundation Stage Co-ordinator when planning, evaluating and assessing their year group Scheme of Work.

### **Monitoring and Reviewing**

The Headmistress, in liaison with the SENCo's and Senior Leadership Team monitors the School's provision for Gifted, Talented and High Flying pupils. The team supports the classroom/specialist teachers to help these pupils reach their full potential

The Gifted and Talented Coordinators provide feedback to the Senior Leadership Team on an annual basis. This monitoring may include feedback from parents and pupils, as well as regular classroom observations of teaching and learning and termly evaluations of pupils' written work.

The class/specialist subject teacher collects samples of work from the higher achievers in order to demonstrate the standards that they are achieving and passes them to the Gifted and Talented Coordinators. These examples are used to inform the process of identifying the Gifted and Talented and High Flying children.

### **Tracking Pupil's Progress**

Tracking pupils' progress is seen as part of a whole-school approach to ensuring the highest standards for all learners, including the gifted, talented and 'high-flyers'. The principles underpinning effective tracking of gifted, talented and 'high-flying' learners include:

- Staff working collaboratively, sharing and using information about pupils' progress so that identification of pupil's under-performance is early, rapid and accurate
- Data collected and shared with the pupils and all staff involved in teaching the pupils; pupils' achievements are benchmarked against national data
- Pupils having regular opportunities to discuss their progress in terms of future targets
- Informing parents/carers, and involving them in supporting their children's achievements

**THIS POLICY WAS REVIEWED AND UPDATED IN NOVEMBER 2011**

**KAYE LOVEJOY**

**GIFTED, TALENTED AND MORE ABLE IDENTIFICATION FORM**

<b>Pupil's Name</b>	<b>Age</b>	<b>DoB</b>	<b>Date pupil joined Oaklands</b>
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<b>Teacher</b>	<b>Date form completed</b>
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**Above average progress evident in the following curriculum area:**

- ❖
- ❖
- ❖

**Action taken so far in classroom**

- ❖
- ❖
- ❖

**(G&T Co-ordinator to complete)**

**Further action required**

<b>Gifted and Talented withdrawal provision</b>	<input type="checkbox"/>	<b>Date.....</b>	<b>High-Flyer group</b>	<input type="checkbox"/>	<b>Date.....</b>
<b>Assessment required</b>	<input type="checkbox"/>	<b>Date.....</b>	<b>ILP established</b>	<input type="checkbox"/>	<b>Date.....</b>

<b>Seen by Headmistress</b>	<input type="checkbox"/>	<b>G &amp; T Coordinator</b>	<input type="checkbox"/>	<b>Seen by class specialist teacher</b>	<input type="checkbox"/>	<b>Date.....</b>
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**Review Date** .....

## **8.8 English as an Additional Language (EAL) Policy**

### **Introduction**

In our School all pupils are important, and this applies to all aspects of their education – their teaching and learning, their achievements, their attitudes and their well-being. We encourage all our pupils to aim for the highest possible standards and we take account of each child's individual needs and experiences.

At times, some of our pupils have particular requirements with regard to learning and assessment, and these are linked to their progress in learning English as an additional language. It is important to remember that pupils who are learning English as an additional language have linguistic skills similar to those of monolingual English speaking pupils. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.

Research suggests that being a speaker of more than one language is not a disadvantage to educational achievement; indeed multilingualism is associated with success. The School recognises the importance of community languages in their own light, and the ability of their speakers to acquire other languages.

### **Aims and Objectives**

We value the importance of each person in our community and we organise our curriculum to promote inclusion, co-operation and understanding among all members of our community. The aim of this policy is to help ensure that we meet all the needs of these pupils who are learning English as an additional language. This is in line with the Race Relations Act (1976).

### **Teaching and Learning Style**

Teachers use various methods to help pupils who are using English as an additional language:

Developing their spoken and written English by:

- Ensuring that vocabulary work covers the technical as well as the everyday meanings.
- Covering not just key words, but also metaphors and idioms.
- Explaining how spoken and written English have different usages for different purposes.
- Providing them with a range of reading materials, to exemplify the different ways in which English is used.
- Giving those appropriate opportunities for talking, and using talking to support uniting.
- Encouraging them to relate one language to another.

Ensuring their access to the curriculum and assessment by:

- Using texts and materials that suit their ages and learning stages.
- Providing support through ICT, video and audio materials, dictionaries and readers.

### **EAL and Inclusion**

In our School we value each child as a unique individual. All pupils follow our schemes of work in each subject. Pupils with English as an additional language do not produce separate work. We strive to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this.

Such pupils will be identified through our Special Educational Needs procedure, which will lead to our Learning support staff supporting individual or small groups of pupils in the classroom. In some cases it may be necessary to arrange a language support teacher to

visit the child and work in partnership with the class teacher. In line with our equal opportunities policy, we will value linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning.

**THIS POLICY WAS REVIEWED AND UPDATED IN FEBRUARY 2011**

**KAYE LOVEJOY**

## **SECTION 9: GENERAL BEHAVIOUR & WELFARE PUPIL POLICIES**