



## **SALISBURY PRIMARY SCHOOL POLICY ON GIFTED AND TALENTED PUPILS**

Salisbury School is committed to providing an environment that encourages all pupils to maximise their potential. We will endeavour to help our pupils develop their personalities, skills and abilities intellectually and socially and to provide teaching which makes learning challenging and enjoyable and enables pupils to realise their potential. We believe that the development of children with the highest abilities enriches and extends the learning experiences of all pupils, including those who have special educational needs.

### **DEFINITION**

- Gifted pupils are defined as having particular academic ability in one or more subjects in the statutory curriculum other than art, music and PE
- Talented pupils will have aptitudes in the arts or sports.
- All rounders will have a range of academic ability and talents.

At Salisbury all staff are committed to the educational development of our most able pupils.

Gifted and talented pupils are those who demonstrate 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
- Literacy, language or numeracy
- Mechanical ingenuity
- Leadership
- High intelligence
- Creativity
- Social Skills
- Oracy or public speaking

More able pupils can be:

- Good all-rounders
- High achievers in one area

- 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

Our definitions of high ability are flexible and constantly under review as are our strategies for identification, support and development of more able pupils.

## **IDENTIFICATION**

Our more able pupils are identified through a range of strategies:

- Identification in Early Years
- Key Stage SATs
- Teacher assessment
- Parental involvement and discussion

On-going professional assessment is carried out through a range of methods:

- Discussion of pupils with colleagues
- Discussion with the pupil
- On-going assessment using open/differentiated task and other appropriate measures, in line with current school, LEA and national strategies
- Record keeping
- Collation of evidence (i.e. individual pupil's work)
- Tracking of progress

## **STRATEGIES**

All Salisbury School staff have a shared responsibility to create a stimulating environment for more able pupils. The school ethos supports, encourages and celebrates a high level of achievement for pupils of higher ability.

Opportunities for extension and enrichment are built into all our schemes of work. We aim to:

- Create an ethos where achieving at a high level is acceptable
- Encourage all pupils to become 'independent learners'
- Be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievement and underpin all our practice with our policies on equal opportunities and inclusion

Use a variety of whole school strategies including:

1. Enrichment and special activities including after school clubs
2. Occasionally allowing pupils to work with able pupils from other schools
3. Withdrawal across year groups or special classes
4. Provision for the exceptionally able e.g. mentoring
5. Giving pupils opportunities to serve on school bodies

6. Recognising achievements
7. Encouraging more able pupils to help and support other pupils (e.g. paired reading)

## **IN THE CLASSROOM**

We understand the importance of establishing what prior knowledge, understanding and skills pupils have so as to avoid unnecessary repetition of work, which is extremely demotivating.

We are aware that, especially in the older classes, there may be peer pressure to under-achieve. We endeavour to combat this attitude whilst being sensitive to the need of many pupils to conform.

We are alert for the 'bright but lazy' pupil who could achieve excellent results if motivated and challenged. For all pupils lack of motivation and challenge leads to boredom and can lead to behaviour problems.

Finally, we are aware of the danger of assuming that more able pupils are easier to teach than others are.

The following strategies are employed where appropriate:

- Varied and flexible pupil groupings, sometimes allowing able pupils to work together, sometimes allowing them to take particular roles in mixed-ability groups
- Differentiation by task (included differentiated homework)
- Differentiation by outcome
- Setting individual targets
- Open ended tasks
- Relating ideas to their own or to external experiences
- Accessing appropriate sources of information
- Using a higher level of language (especially in one to one teaching or marking)
- Competitions which promote achievement
- Visiting speakers
- Skipping stages which aren't needed/doing less practice
- Making presentations to group
- Problem solving
- Representing information diagrammatically or pictorially
- Providing questions to given answers
- Producing magazines or newsletters
- Making videos or radio programmes
- Conjecture (asking questions which begin 'What if')
- Making predictions or speculating

And most importantly

- Encouraging all pupils to become ‘independent learners’
  - Organising their own work
  - Carrying out unaided tasks which stretch their capabilities
  - Making choices about their work
  - Developing the ability to evaluate their work and so become self critical
- Setting demanding targets for the work of more able pupils and urging them to constantly raise their own expectations of themselves in all curriculum areas

## **OUT OF THE CLASSROOM**

We aim to provide

- A wide range of extra curricular activities and opportunities
- Enrichment events and local and residential trips
- The use of outside agencies for training and provision
- Appropriate pastoral support
- Opportunities for involvement with LEA and DfES initiatives and projects
- Avenues for participation in the local community and its activities

## **MONITORING THE EFFECTIVENESS OF THIS POLICY**

The postholders and the head teacher will review this policy and its effectiveness regularly.

December 2017

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