



Oratory R.C. Primary and Nursery School

'Shine as to be a light to others'

Gifted and Talented Policy

At The Oratory School we value the differences between individual children and our aim is for all pupils to achieve their full potential. The staff set high expectations and provide opportunities for all children to achieve. As part of our Catholic ethos we at the Oratory believe in equal opportunity for all. Please refer to our Equal Opportunities Policy for further information.

Aims

The aims of this policy are to meet the needs of those children whom we recognise as having specific gifts and talents/classed as **Most Able** by:

- Enabling access to a suitably differentiated and challenging curriculum
- Providing opportunities to develop these specific gifts and talents
- Providing a broad and balanced education, which will include social / emotional, as well as intellectual needs
- Encouraging flexible and adaptable thinking skills
- Providing opportunities to work as part of a team which includes people with differing strengths and weaknesses, skills and personalities

Who are the Gifted and Talented?

The document **'Effective provision for gifted and talented children in primary education'** (Department for Children, Schools and Families, 2008) defines gifted and talented children *'...as those children and young people with one or more abilities developed to a level significantly ahead of their year group(or with potential to develop those abilities)'*.

We use the term 'gifted' to mean those pupils who are capable of excelling academically in one or more subjects such as English, drama or technology. 'Talented' refers to those pupils who may excel in practical skills such as sport, leadership, artistic performance, or in an area of vocational skill. In comparison with their peers, when engaged in their area of expertise, gifted and talented children will tend to:

- show a passion for particular subjects and seek to pursue them
- master a particular skill easily and transfer their insights to new problems
- analyse their own behaviour and hence use a greater range of learning strategies than others
- make connections between past and present learning
- work at a level beyond that expected for their years
- show intellectual maturity and enjoy engaging in depth with subject material
- actively and enthusiastically engage in debate and discussion on a particular subject; and produce original and creative responses to common problems.

**‘Effective provision for gifted and talented children in primary education’
(Department for Children, Schools and Families, 2008)**

| Bright/More Able Pupil | Gifted Pupil |
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| <ul style="list-style-type: none"> • Knows the answers • Is interested • Has exceptional ideas • Makes links seamlessly • Answers questions • Top groupings • Listens with interest • Learns with ease • Enjoys peers company • Grasps the meaning • Completes tasks • Is receptive • Absorbs information • Is alert • Is pleased with own learning | <ul style="list-style-type: none"> • Asks the questions • Is highly curious • Has wildly silly ideas • Plays around yet tests well • Discusses in detail, elaborates • Beyond top group • Shows strong feelings/ emotions • Already knows • Prefers adults • Draws inferences • Initiates projects • Is intense • Manipulates information • Is keenly observant • Is highly self-critical |

Identification

Gifted and talented pupils are identified through teacher assessment, both formative and summative, as well as observation and information received from other professionals and parents/carers.

This assessment is carried out through:

- Analysis of information from play groups and nurseries (on entry)
- Analysis of pupil tracking data
- Discussion about pupils with colleagues
- Consultation with parents/carers e.g. via questionnaire
- Observations and assessment by educational psychologists
- Instructors who come into school to deliver extra-curricular activities
- Ongoing assessment using differentiated tasks
- Careful record keeping
- Collation of evidence over time

Having identified a child as gifted and talented, her/his name and abilities are recorded on the Register of Gifted and Talented pupils. Please see the Inclusion Leader if you require any help or advice.

Grouping and Differentiation

In most cases the needs of gifted and talented are met as part of the normal differentiated classroom provision. Care is taken to ensure that able pupils are not simply given 'more of the same', but are suitably challenged by extension and enrichment work. The following forms of differentiation are used:

- Outcome – The same material is used for all pupils. Individuals answer at their own level of ability. This works best with open-ended tasks and investigations
- Resource – more able children are expected to have access to more advanced resources than those who are less able, e.g. texts or equipment
- Task – Different tasks are set for different abilities
- Support – the amount or degree of help provided. Children of all abilities need teachers' support but the nature of the support can vary
- Pace – the length of time given to complete a task
- Dialogue – the vocabulary and complexity of language used should vary for different children. The more able pupil requires a verbal dialogue at a more sophisticated level
- Questioning – Teachers ensure that higher order questioning skills are directed at gifted children to enrich and extend their learning
- Differentiated homework

Medium and short term planning should indicate where teaching and learning have been differentiated, where appropriate, to cater for the needs of gifted and talented pupils. This will be monitored by the Inclusion Leader.

Extension work, enrichment and out of school activities

By registering a child as gifted and talented, the school recognises the abilities of the pupil and her/his associated needs. This will include matching class work to the pupil's ability and possibly grouping the child with other able children to aid the differentiation of work.

Pupils at The Oratory School benefit from many out of school clubs. The school is also keen to enter any local competitions that give pupils a chance to develop confidence in their talents. As well as sporting competitions, children have represented the school in other competitions and clubs. The school website provides opportunities for gifted and talented pupils to lead activities and showcase their talents. The school enjoys a strong relationship with the King Edward's Foundation Schools and we particularly encourage gifted and talented pupils to consider taking the 11+.

Many pupils, with parental/carer support, will benefit from other activities such as visiting places of historic, scientific or artistic interest, libraries and hands-on centres. Parents/carers are informed of identified talents to enable them to make additional provision for their children's needs.

Pastoral Care

It is often assumed that gifted and talented children are able to develop confidently. This is not always the case. From an early age they may have been frustrated and misunderstood and considered themselves responsible for the fact that they are different from many other children. They can be vulnerable to low self-esteem, social isolation and avoidance of academic regimes.

Children at the Oratory usually develop good relationships with their class teachers and peers. If children are unhappy, this is usually noted by the class teacher who investigates the cause. Children can be referred to the school-based social worker/ therapeutic child counsellor if necessary for 1:1 work or inclusion in a resilience group.

It is important that gifted and talented pupils are treated as children, whatever their intellectual level. Social and emotional development is essential.

The Role of the Inclusion Leader

It is the Inclusion Leader's role to organise the identification, provision and practice for gifted and talented children. Having built up a register of the pupils it is necessary to review it regularly and ensure the pupils' needs are being met. They will do this through regular monitoring and data analysis.

Conclusion

Pupils at the Oratory School are valued no matter what their talents are. Children who have outstanding gifts and talents are identified using a range of strategies and are recorded on the school Register of Gifted and Talented Pupils. Their needs are met by the differentiation of class work and enrichment activities. Progress of all children is monitored to ensure fulfilment of potential.

Monitoring and Review

This policy will be reviewed by staff and Governors every three years.