

ABLE AND TALENTED CHILDREN POLICY

St. Thomas More's Catholic Primary School

RATIONALE

We believe that all children attending St. Thomas More's are entitled to a broad and balanced curriculum that is relevant to their needs. To ensure that this happens, we have a duty to provide challenging, stimulating and enriching opportunities for able and talented children, regardless of their cultural, socio-economic backgrounds or disabilities. This is in accord with our Mission Statement that "home, school and church work together as God's loving family to motivate and challenge".

DEFINITION AND IDENTIFICATION

The DCSF¹ expects that every school will aim support for gifted and talented pupils at 5-10% of its pupils including those who are already and those who have the potential to be "very high achievers" and who have one or more abilities developed to a level significantly ahead of their Year Group (or with the potential to develop these abilities.. This can mean that children on the Able register in one school may not be so in another. Talented children are defined by the DCFS as 'those whose abilities in the Arts, P.E. and Sports are significantly above the average for their age, and expects that no more than a third of the school's G&T cohort will be talented'. As a school we have chosen to use the word "able" to describe those children whom the DCFS describes as gifted. This is to avoid confusion with our religious understanding of all people being gifted.

We have further subdivided this into the categories of: able, more able, most able and exceptional. Together, these typically represent about 30% of the school's cohort with only the most able and exceptional and some children who are more able in more than one subject being in the top 5-10%. Able children are defined as those who are working at one fine National Curriculum level grade above that expected for their Year Group in English, Maths and Science. More able children will be those working at two fine grades above the expected, most able at a level above and the exceptional in excess of a level above the expected for the Year Group. The categorisation of "exceptional" will also be supplemented by cognitive tests such as those used by Educational Psychologists and children defined as such will have an Individual Education Plan (IEP) to meet their particular needs. Should we ever have fewer than 5-10% in the more, most or exceptional categories, then the criteria would be adapted to ensure that 5-10% of the cohort are included.

The identification of able children will be undertaken annually by the Able and Talented Manager on the basis of the information supplied on Tracking Documents. This happens in the Summer Term in readiness for the start of the next Academic Year and is reviewed as children join or leave the school. Parents will be informed each Autumn Term that their child is on the Register of Able and Talented and School Reports will also inform parents of how their child's

¹ From OFSTED/Audit Commission Inspection Guidance December 2003

performance relates to national expectations and parents of "exceptional" children will be involved in the review of IEP's.

Class Teachers will identify talented children in their classes on the basis of observations in lessons and ongoing assessment using agreed criteria. They will also use information supplied by other professionals (e.g. sports coaches, drama teacher) and by parents about extra-curricular achievements in the arts, sport/P.E. Information from parents is collected by means of an annual questionnaire.

AIMS

- to develop awareness and recognition of able and talented children
- to make appropriate provision for able and talented children so that they may achieve the highest possible standards

OBJECTIVES

- to keep an up to date list of able children through the use of summative assessments
- to keep an up to date list of talented children
- to provide suitably challenging and stimulating opportunities for able and talented children
- to provide IEP's for exceptionally able children in Literacy, Numeracy and Science and involve their parents in meeting their needs
- to encourage the use of Higher Order thinking skills in all lessons
- to encourage independence in thinking and working

PROVISION

Children who are "able" or "more able" will have differentiated work within the class matched to the level at which they are working. Children who are most able will also have work differentiated to match their needs and provide opportunities for enrichment and extension. This will be indicated on Short Term Planning. The attachments: "Differentiation Strategies" and "Bloom's Taxonomy" will give guidance in this. Subject Managers also have a responsibility for advising and resourcing for able and talented pupils in their subject.

Exceptional children will have individual IEP targets in the areas identified. . The Manager for Able and Talented children will support teachers with this. It is expected that the teacher will work with these groups/individuals as often as with other groups. Teaching Assistants may also be deployed on occasion to enable these children to attempt more challenging work e.g. when the teacher is supporting an SEN group. The manager for Able and Talented Children will advise on suitable material and activities and support work in class when requested. Ability Grouping in English and Maths in Upper Key Stage 2 will also provide children with the opportunity to work at a suitable level of challenge.

Children identified as talented will be given more challenging tasks than their peers in the relevant curriculum areas. Where appropriate, the children's talents can occasionally be used to

enhance the provision for all children e.g. demonstration of a skill in sport or music. Subject Managers will keep Class Teachers informed of opportunities for extra-curricular provision and the Class Teachers will bring these to the attention of children who would benefit e.g. letters to parents about clubs, posters. Opportunities to work with other schools is also welcomed. Each year, children from Year 6 who are identified as "able" are invited to a day at Oaklands to work with children of similar ability. The school also participates in the STAG club which brings together children with a particular talent or interest from local schools using Staunton Country Park as a resource for learning across a range of subjects, able pupils from each Year Group being offered a day within the school year to learn more on a chosen subject. Able and Gifted pupils also meet with the Able and Talented manager on a weekly basis to develop projects within the school.

MONITORING

The policy will be monitored through

- work sampling (Spring term by Manager for Able and Talented)
- scrutiny of planning (termly by Manager)
- analysis of Tracking (each terms by Class Teachers and Assessment Manager)
- analysis of QCA and SAT's results (annually by Assessment and Subject Managers Manager)
- pupil conferences (weekly by Manager for Able and Talented)
- as part of ongoing Lesson Observations by Leadership Team (see attached list of questions)

Manager for Able and Talented - Gill Hackett
Named Governor - Dennis Redding

Policy prepared - Autumn 2013

Reviewed with Staff - Jan 2015
Seen at Curriculum Committee 25th Feb 2015

Next Review - Spring 2018

BLOOM'S TAXONOMY

Knowledge

| Useful Verbs | Sample Question Stems | Potential activities and products |
|--|---|--|
| tell list describe relate locate write find state name | What happened after...? How many...? Who was it that...? Can you name the...? Describe what happened at...? Who spoke to...? Can you tell why...? Find the meaning of...? What is...? Which is true or false...? | Make a list of the main events. Make a timeline of events. Make a facts chart. Write a list of any pieces of information you can remember. List all the in the story. Make a chart showing... Make an acrostic. Recite a poem. |

Comprehension

| Useful Verbs | Sample Question Stems | Potential activities and products |
|---|---|--|
| explain interpret outline discuss distinguish predict restate translate compare describe | Can you write in your own words...? Can you write a brief outline...? What do you think could of happened next...? Who do you think...? What was the main idea...? Who was the key character...? Can you distinguish between...? What differences exist between...? Can you provide an example of what you mean...? Can you provide a definition for...? | Cut out or draw pictures to show a particular event. Illustrate what you think the main idea was. Make a cartoon strip showing the sequence of events. Write and perform a play based on the story. Retell the story in your words. Paint a picture of some aspect you like. Write a summary report of an event. Prepare a flow chart to illustrate the sequence of events. Make a colouring book. |

Application

| Useful Verbs | Sample Question Stems | Potential activities and products |
|--|---|---|
| solve show use illustrate construct complete examine classify | Do you know another instance where...? Could this have happened in...? Can you group by characteristics such as...? What factors would you change if...? Can you apply the method used to some experience of your own...? What questions would you ask of...? From the information given, can you develop a set of instructions about...? Would this information be useful if you had a ...? | Construct a model to demonstrate how it will work. Make a diorama to illustrate an important event. Make a scrapbook about the areas of study. Make a paper-mache map to include relevant information about an event. Take a collection of photographs to demonstrate a particular point. Make up a puzzle game using the ideas from the study area. Make a clay model of an item in the material. Design a market strategy for your product using a known strategy as a model. Dress a doll in national costume. Paint a mural using the same materials. Write a textbook about... for others. |

Analysis

| Useful Verbs | Sample Question Stems | Potential activities and products |
|---|--|--|
| analyse distinguish examine compare contrast investigate categorise identify explain separate advertise | Which events could have happened...? I ... happened, what might the ending have been? How was this similar to...? What was the underlying theme of...? What do you see as other possible outcomes? Why did ... changes occur? Can you compare your ... with that presented in...? Can you explain what must have happened when...? How is ... similar to ...? What are some of the problems of...? Can you distinguish between...? What were some of the motives behind...? What was the turning point in the game? What was the problem with...? | Design a questionnaire to gather information. Write a commercial to sell a new product. Conduct an investigation to produce information to support a view. Make a flow chart to show the critical stages. Construct a graph to illustrate selected information. Make a jigsaw puzzle. Make a family tree showing relationships. Put on a play about the study area. Write a biography of the study person. Prepare a report about the area of study. Arrange a party. Make all the arrangements and record the steps needed. Review a work of art in terms of form, colour and texture. |

Synthesis

| Useful Verbs | Sample Question Stems | Potential activities and products |
|--|---|--|
| create invent compose predict plan construct design imagine propose devise formulate | Can you design a ... to ...? Why not compose a song about...? Can you see a possible solution to...? If you had access to all resources how would you deal with...? Why don't you devise your own way to deal with...? What would happen if...? How many ways can you...? Can you create new and unusual uses for...? Can you write a new recipe for a tasty dish? can you develop a proposal which would... | Invent a machine to do a specific task. Design a building to house your study. Create a new product. Give it a name and plan a marketing campaign. Write about your feelings in relation to... Write a TV show, play, puppet show, role play, song or pantomime about...? Design a record, book, or magazine cover for...? Make up a new language code and write material using it. Sell an idea. Devise a way to... Compose a rhythm or put new words to a known melody. |

Evaluation

| Useful Verbs | Sample Question Stems | Potential activities and products |
|--|--|--|
| judge select choose decide justify debate verify argue recommend assess discuss rate prioritise determine | Is there a better solution to... Judge the value of... Can you defend your position about...? Do you think ... is a good or a bad thing? How would you have handled...? What changes to ... would you recommend? Do you believe? Are you a ... person? How would you feel if...? How effective are...? What do you think about...? | Prepare a list of criteria to judge a ... show. Indicate priority and ratings. Conduct a debate about an issue of special interest. Make a booklet about 5 rules you see as important. Convince others. Form a panel to discuss views, e.g. "Learning at School." Write a letter to ... advising on changes needed at... Write a half yearly report. Prepare a case to present your view about... |

Differentiation Strategies for Able and Talented children

| Strategy | Ways of Differentiating |
|-------------------------|---|
| By Task | <ul style="list-style-type: none"> ✚ open ended activities ✚ support/core/extension ✚ must/should/could ✚ higher-level ideas ✚ use and apply ✚ Small steps/prompts ✚ challenge corner ✚ Differentiated homework |
| By Support | <ul style="list-style-type: none"> ✚ use of teaching associates ✚ other adults ✚ mentors ✚ extra time ✚ resources ✚ more prompts ✚ fewer prompts ✚ teacher's intervention ✚ different targets from same task |
| By pace/time | <ul style="list-style-type: none"> ✚ pupils allowed less time ✚ pupils allowed more time ✚ waiting time in response to teacher's questions ✚ time for review/evaluation by pupils ✚ "menu" to work through |
| By interest/negotiation | <ul style="list-style-type: none"> ✚ pupils select from menu ✚ brainstorming ✚ pupils involved in planning ✚ devising own challenges ✚ research |
| By Resource | <ul style="list-style-type: none"> ✚ bank of materials for pupils to access ✚ varied text/prompts but at different levels of complexity ✚ varied picture/artifacts ✚ fewer/limited resources ✚ different resources from others |
| By Recording | <ul style="list-style-type: none"> ✚ spoken ✚ written ✚ use of ICT ✚ graphical ✚ varied amounts/styles |

Questions for Monitoring of Able and Talented Provision

- Are there opportunities for higher attaining pupils to expand and justify answers?
- Are able children given an alternative task if they can already do the main task set for class?
- Are able children given opportunities for application and analysis once their understanding is established?
- Are expectations sometimes open ended?
- Does the teacher use open - ended relevant questions that generate extended responses?
- Is the balance of pupil/teacher talk weighted in favor of pupils?
- Does the classroom "climate" value unique responses and unusual or contrary viewpoints?

Are pupils confident to offer initial feelings/thoughts in response to questions