



## **THE GODOLPHIN SCHOOL**

### **ABLE, GIFTED AND TALENTED PUPILS POLICY**

Last reviewed: September 2017  
Next review: September 2018  
Reviewed by: Head of Prep, Early Years Co-Ordinator



## GODOLPHIN PREP

### ABLE, GIFTED AND TALENTED PUPILS POLICY

#### Introduction

At Godolphin Prep we are dedicated to providing the best opportunities for girls to fulfil their potential. Therefore, we realise the need to have assessment and identification systems in place to recognise the higher ability and talented pupils in the school.

#### Definition

According to National Guidelines, provided by the DCSF, Gifted and Talented pupils are:

“Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities)”

#### Identification

To identify Able, Gifted and Talented learners focus on:

- Learners aged 4-11 who are able and talented relative to their peers in their own year group and school
- A range of abilities including talent in the arts and sport
- Ability rather than achievement, so that underachievers are amongst those identified.

General characteristics of higher ability and talented learners

The following characteristics (taken from the 1998 Ofsted review of research by Joan Freeman) may alert teachers to the need to enquire further into an individual's learning patterns and ability levels.

She may:

- Be a good reader;
- Be very articulate or verbally fluent for their age;
- Give quick verbal responses (which can appear cheeky);
- Have a wide general knowledge;
- Learn quickly;
- Be interested in topics which one might associate with older children;
- Communicate with adults often better than with their peers
- Have a range of interests, some of which are almost obsessions;
- Prefer verbal to written activities;
- Be logical;
- Be self-taught in her own interests;
- Be artistic;
- Be musical;
- Have a good memory that she can access easily;



- Have an ability to work things out in her head quickly;
- Excel at sport;
- Have strong views and opinions;
- Be socially adept;
- Be very sensitive and aware;
- Show a strong sense of leadership;
- Appear arrogant or socially inept;
- Be easily bored by what they perceive as routine tasks;

### **Identification methods**

We use a range of strategies to identify higher ability and talented pupils:

- Mix of qualitative and quantitative
- Information from Parents and Carers
- Information from previous teacher/school or pre-school
- Discussion with pupils
- Identification by staff using professional judgements, class work and test and assessment results
- Indicators of gifts and talents related to phase (DCSF doc), attached to this policy

### **Identifying talents**

The following areas are based on Howard Gardner seven intelligences. Category A includes those who are higher ability and B-E those who are talented.

A Intellectual (aspects of English, Maths and Science)

B Artistic and Creative (Art, Design, Music and Drama)

C Practical (Design Technology, mechanical ingenuity)

D Physical (PE, Sports and Dance)

E Social (Personal and Interpersonal, Leadership qualities, working with adults)

F A pupil could be recognised as Able, Gifted and Talented but who is not currently reaching her potential

### **Organisational and in-class approaches**

Important strategies include:

- Teachers have high expectations.
- Planned extension opportunities or open-ended tasks, not more of the same but instead of.
- Questioning used effectively.
- Differentiated homework
- The coherent management of pupil groupings and recognition that whilst there may be a higher concentration of Able, Gifted and Talented pupils in some groups there will be pupils who have ability and talents in all groups.
- Differentiation within subject areas.
- The development of independent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical.

### **Out of class activities**

The following are offered on a regular basis and, although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practice and extend their skills.

- Enrichment/performance opportunities i.e. maths challenge, music festivals
- Residential experiences
- School clubs
- Musical and sporting activities
- Partnership with Senior School i.e. joint music concerts, joint sports teams, Gifted & Talented events
- Expertise from Senior School staff e.g. Classics, MFL lessons, Art lessons, membership of strings groups and orchestras

### **Out of school**

- Membership to local sports clubs i.e. Salisbury hockey club
- National competitions
- Competitions and festivals

### **Staff Development**

- We aim to raise the awareness of the higher ability and talented pupil by encouraging and releasing teachers to attend courses and by providing whole school inset sessions

### **Co-ordination and monitoring**

- This policy will be monitored by all Prep School staff
- The Senior Management Team in its meetings will monitor the children identified as being higher ability or talented.



**Appendix – Able, Gifted and Talented Pupils Policy**

**Indicators of gifts and talents related to phase**

Some children display signs of high ability at an early age. However, since an individual’s level of ability is not fixed and may develop significantly over time, the stage at which high potential is demonstrated will vary from one child to another. Teacher observation and informal assessment play an essential part in recognising high potential, particularly in the case of very young children. Whilst characteristics of high ability may be displayed at any age, some features may become particularly prominent during one phase of development and of schooling. Similarly, it is important that schools and colleges should meet the needs of gifted and talented learners in ways which are most appropriate for the stage of personal, social and emotional development which has been reached. The table below provides some examples of particular characteristics and needs of learners which may be most prominent, though not found exclusively, during one phase of schooling or another. These are indicative and not definitive.

<b>Early Years</b>	<b>Primary</b>	<b>Secondary</b>
Is it precocity or giftedness?	Needs fewer steps in process	Questions rules / authority
Uneven development	Enjoys increased pace	Non-conformity
Gets cross if task too easy/hard	Needs less instruction and practice	High ability / low motivation
Needs to own extended tasks	Thrives on independent study	Keen sense of justice
May display ‘unique creativity’	Copes with abstract tasks	Divergent thinking / creativity
Often easily bored and disruptive	Likes open-ended situations	Excellent sense of humour
Very good verbal / reasoning	Needs to learn to fail	Growing self-determination
Needs enrichment more than acceleration	Responds to a wide variety of creative opportunities	May develop lifelong passion for field or hobby
Can show reflection above age	Needs to be encouraged to take risks	Intellectual curiosity stands out
Emotionally literacy can lag behind academic work	Needs to develop self-esteem in supportive environment	Exceptional powers of concentration, stamina
Identification for understanding and provision not labelling	Whatever the intellectual level must remember actual age	Needs to work with learners of similar ability in / out of school