



TOWN CLOSE SCHOOL

NORWICH'S FINEST PREP SCHOOL • FOR GIRLS & BOYS • 3-13 YEARS

GIFTED AND TALENTED POLICY v1.1

1. Aims / Philosophy
2. Definition
3. Identification
4. Recording
5. Provision
6. Monitoring

Aims / Philosophy

The following line in the Ethos and Aims of the School applies to all pupils at Town Close including the Gifted & Talented – 'That every pupil maximises his/her potential'. In many ways, therefore, planning for the Gifted & Talented is no different from planning for all pupils at the School; they all need planning for so that they can maximise their potential. However, the Gifted & Talented do need special consideration because their needs are often outside those catered for in general planning of the curriculum.

Definition

Multiple attempts have been tried over the years at defining just what constitutes Gifted & Talented, as well as numerous definitions of what is meant by the separate terms 'Gifted' and 'Talented'. At Town Close we use these practical and simple definitions:

- G&T pupils at Town Close are those requiring provision outside the normal curriculum.
- Gifted pupils are those who require this sort of provision in a wide range of (probably written academic) subjects.
- Talented pupils are those who require this sort of provision in specific areas (probably sport, music, art etc)

Identification

- Formative assessment – skilled teachers use a combination of knowledge, experience and instinct to recognise when a pupil's output or responses are far above the norm for their age.

- Aptitude tests – consistent scores off the scale or very near the top of the scale indicate the potential for giftedness.
- Summative assessment – outstanding test results.

Some of our pupils are too young for formal tests and it is certainly possible that a Gifted pupil might not present as outstanding in all three of these areas. It is also possible that combinations of other factors (home circumstances or dyslexia for instance) might combine to disrupt identification. This recognition only serves to emphasise the pre-eminence of formative assessment in the above list.

Recording

We do not formally identify individual pupils as being Gifted or Talented on an official register. All teachers are expected to take note of the identification criteria above and to plan provision opportunities, which enable the Gifted & Talented to 'maximise their potential'. (see below)

Provision

A broad and balanced curriculum enables pupils to have the widest opportunity to discover where their talents lie. In addition, the co-curricular programme includes opportunities for gifted and talented pupils to excel both within the School environment and in wider local and national settings. Gifted or talented pupils have the opportunity to excel by:

- Learning a musical instrument, taking Associated Board Grade Level exams, participating in graduated music groups, orchestras and ensembles, performing to audiences and, sometimes, taking part in festivals with other groups and schools where certificates of merit are awarded.
- Sport – Opportunities to represent the School in regular fixtures in a variety of sports, including in local and national competitions. Encouragement, and sometimes arranging, for pupils to attempt to gain representation at local or national level. Encouragement and suggestions of appropriate outside clubs for pupils to join in order to further talent.
- Drama – Regular school productions in which talented pupils can take main parts and excel.
- Entering curricular and co-curricular competitions – These include: SATIPS national general knowledge quiz, other quiz competitions with other schools, Art competitions, maths and science competitions against other schools, SUMDOG national maths competitions, national short story competitions, Goblin Go-Kart race competitions.
- Opportunities for pupils to take on extra responsibility such as: prefects, House captains, library monitors, Year 7 pre prep lunchtime supervision, digital leaders, School Council, eco committee, healthy schools representative.

In general, differentiation in lesson planning is essential – The School’s Teaching and Learning Policy expects all teachers to differentiate in planning. This includes differentiating for the Gifted & Talented. The sorts of activities and strategies which might be particularly relevant to the Gifted & Talented, and which are practised at Town Close, include:

- Problem solving and reasoning challenges
- Open ended questioning in lessons
- Learning Journals
- Using pupils as peer tutors or challenging pupils to ‘teach the teacher’
- Differentiated task menus including differentiated homework options
- Puzzles, games, crosswords etc
- Investigative work
- Activities which target higher order thinking skills – Analysis, synthesis, creativity (see Bloom’s Taxonomy)
- Effective use of TAs
- Debating
- Senior school scholarship level questions and extra individual teacher input for those actually sitting senior school scholarships
- Use of resources specifically produced for G & T pupils
- Research and long term projects
- Sharing relevant resources across year groups
- Grouping by ability

Monitoring

- The Director of Studies and Deputy Head of Pre Prep will monitor aptitude test results and formal summative assessments for evidence of Gifted & Talented pupils, including, in individual cases, mismatches between indicated aptitude and actual performance. Relevant findings will be shared with staff.
- The Director of Studies and Deputy Head of Pre Prep will track progress of the more able pupils in the School through formal academic test results.
- Evidence in lesson observations of provision for the more able.
- Heads of Department will monitor schemes of work for evidence of opportunities for provision for the more able and, where appropriate, record achievements in non-academic subjects or achievements outside of the normal curriculum.
- Evidence in work monitoring of achievement of more able pupils.

Last reviewed March 2019

Next review March 2021