



CITY OF BIRMINGHAM EDUCATION DEPARTMENT

## **BASKERVILLE SCHOOL**

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# **GIFTED & TALENTED POLICY**

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Next Review: May 2017

BASKERVILLE SCHOOL, FELLOWS LANE, HARBORNE, BIRMINGHAM, B17 9TS

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## **Baskerville School Gifted & Talented Policy**

### **VISION STATEMENT**

We will ensure the entitlement of each student to access a variety of opportunities to promote academic, social, emotional and physical development.

We will use autistic specific, empathetic approaches and an autistic sympathetic learning environment to promote student learning and personal development.

We will provide choices and challenges in order to maximise potential and build upon strengths and interests.

All the members of the school community are valued equally and work in partnership with parents, carers and the wider community.

We will work within a supportive school framework to promote and celebrate individual success, integration into the wider community and prepare students for life after school.



### **SCHOOL CONTEXT**

At Baskerville School we value the individuality of every child and acknowledge the importance of helping every child to recognise the spectrum of their capabilities in order to fulfil their potential. Whereas we uphold a philosophy of inclusion, we are aware that to offer all children the same opportunity is not to offer them equality of opportunity. If we are not to hamper the development of children of above average ability, it is important that we have a means of identifying such children and of encouraging them to reach for the highest level of personal achievement. This policy outlines the school's practice and procedures relating to the support of gifted and talented pupils.



### **DEFINITIONS**

The DfES uses the term "gifted" to describe children at the upper end of the spectrum of academic ability and "talented" to denote those with special ability in sport or the arts, with a recommendation that 5% - 10% of children should be thus designated.

Whereas we recognise that we are unlikely to encounter many pupils who we would wish to categorise as truly "gifted" - though we do not exclude the possibility that we will encounter some - we firmly believe that a number of our pupils show enhanced academic capability and still more demonstrate talent in specific skill areas.

In keeping with the school's philosophy of inclusion, we have adopted a system based on Howard Gardner's model of multiple intelligences ("Frames of Mind", Howard Gardner 1984) which proposes that there are different kinds of intelligence, each of which becomes evident (either singularly or in concert) in different social contexts. Consequently, we recognise

each of the following as valid fields within which children might demonstrate enhanced capability.

- Linguistic skills – reading, writing, speaking, listening, factual recall;
- Mathematical skills – number manipulation, logical and sequential processes;
- Naturalist skills – hierarchical ordering, awareness of natural world;
- Visual & spatial skills – observation, artistic representation;
- Musical skills – musical appreciation, singing, instrumental;
- Physical skills – fine & gross motor skills, sports, creativity;
- Social skills – relationships, leadership;
- Personal skills – self-awareness, emotional intelligence.

**The characteristics of children demonstrating each of these traits are described more fully in Appendix A.**

We believe that Gardner's model encompasses a full spectrum of abilities, thus widening access to the "gifted and talented" cohort to a broader range of children. By choosing to use such a model, and employing the term "more able" to apply to all those who demonstrate enhanced capability, we hope to encourage all children to value their own particular gifts and to appreciate those of their peers. Our aim is to help children discover "something they are good at" in order to build their self esteem, bolster their confidence and raise their aspirations.



## **IDENTIFICATION**

In order to identify this rich diversity of abilities, it is essential to adopt a variety of methods.

- Tests are rule-of-thumb indicators in some instances (e.g. linguistic and mathematical skills) but we realise the limitations of testing as an accurate indicator of ability. Tests may not pick up children who are under-achieving or who lack motivation: they may not give an accurate indication of ability in children who have not been furnished with opportunity to develop innate skills (or who have not responded positively to a particular teaching style).
- Evidence from pupil work or performance. This may include work that has been completed out of class (during lunchtime or after-school clubs) or at home: some pupils produce their best work away from the distraction of the classroom – though suitable safeguards need to be taken to ensure that it is actually the pupil's work that is presented.
- Observation by teaching staff, classroom assistants, club leaders, etc.
- Parents are encouraged to nominate children for inclusion on the "gifted and talented" register. (Parents, after all, are in a position to know their children better than anybody else).
- Children are encouraged to recognise and value the abilities of their peers. This is done within daily tutorial sessions. Review sessions provide an opportunity for classes to look back on the activities of the previous week, to assess the level of their understanding and to evaluate the process of learning. The sessions can also be used to review the contribution of individuals and groups within the class. Whereas a primary purpose of these reviews is to select children worthy of "special mention" in the weekly assembly convened for that purpose, they can also be used to inform nomination for the "gifted and talented" register.

- The school actively participates in activities organised by various external partners aimed at developing the abilities of variously talented children. These activities are sometimes aimed at small groups of children with specific skills and provide an opportunity to identify and extend the provision for specific skill areas.

Although there may appear to be a proliferation of methods for identifying “gifted and talented” pupils, this is seen as a strength rather than a weakness in that it encourages all partners in children’s education to be “on the lookout for excellence” thus promoting a positive school ethos that is geared towards success.



## **THE GIFTED AND TALENTED REGISTER**

The Gifted and Talented Register is kept in a clearly-labelled plastic wallet in the office of the Assistant Headteacher (Pastoral).

Teaching staff may nominate a child for inclusion in the register by writing the child’s name on the appropriate page, filling in the details and adding their signature. Although the class teacher is likely to be the person with best in-school knowledge of an individual child, any teacher may nominate any child. (This is because classes are swapped between teachers for teaching some subjects, e.g. art, music, etc).

Nominations by non-teaching staff, external partners and parents can be made on nomination slips (kept in the plastic wallet). Teaching staff are always willing to offer assistance in completing these slips, which are returned to the plastic wallet. Such nominations are regularly reviewed (and transferred to the register, if appropriate) by the Gifted & Talented Co-ordinator.

Pupils may also make nominations in this way. Such nominations may be countersigned (to indicate support) at the discretion of the class teacher. Pupil nominations made during tutorial time sessions may be entered directly into the register at the class teacher’s discretion.

See Appendix B – Gifted and Talented Register pages

See Appendix C – Nomination form.

The Gifted and Talented Co-ordinator reviews the register with each class teacher at the end of the Summer Term to determine whether it is appropriate to remove or amend entries. It is acknowledged that some children may have been nominated inappropriately for a variety of reasons (e.g. isolated instance of perceived talent) – and may subsequently not meet expectations. However, it is also worth remembering that these children may have been subsequently deprived of opportunity to develop or demonstrate their particular talent – a situation which will need to be redressed. Bearing in mind that one of the prime purposes of maintaining a register is that it should encourage pupils to make the most of their abilities, we work to the maxim, “If in doubt – leave them IN”.

The review process may help to identify pupils who have been under-achieving.

Pupils are informed that inclusion on the list does not guarantee re-inclusion in subsequent years. Hence, pupils who are included on the list should not think that they can relax their efforts. Hence, also, there should be no stigma attached to being removed from the register.

A list of pupils included on the register is printed out at the beginning of each term and posted on the staff notice-board. A “rule of thumb” target is that the list should include approximately 10 – 20 % of pupils.

## **THE ROLE OF THE SCHOOL GIFTED AND TALENTED CO-ORDINATOR**

At Baskerville School, we recognise the necessity for all staff to be involved in identifying, encouraging and providing for the needs of G&T children. However, we also recognise that having a named person with specific responsibility will ensure that the issue is kept in the forefront of staff consciousness. The G&T Co-ordinator plays an important role in reminding the SMT, teaching staff, non-teaching staff, club leaders etc. of their responsibilities (throughout the year and especially at strategic dates).

The G&T Co-ordinator keeps abreast of issues relating to “gifted and talented” pupils, bringing these to the attention of appropriate staff as necessary and acting as a point of reference for colleagues who need assistance, advice etc.

The G&T Co-ordinator is responsible for maintaining the G&T register. This includes:

- sending out the letter to parents at the beginning of each school year;
- regularly checking nomination slips (and transferring details into the register, as appropriate)
- printing out lists of G&T children to display on staffroom notice-board at the beginning of each term;
- reviewing the G&T register with class teachers at the end of the Summer term;

The G&T Co-ordinator will confer with the Assistant Head for Teaching and Learning to ensure that children identified as academically “gifted” or “more able” are provided with a curriculum that is sufficiently challenging to encourage their continued development. The Assistant Head for Teaching and Learning will advise and assist class teachers with researching, previewing and purchasing appropriate differentiation and extension materials.

The G&T Co-ordinator will ensure that “talented” children on the G&T register are encouraged to develop their interest and skills. This may be achieved by encouraging such children to participate in present provision e.g. clubs and after-school activities. It may involve referring them towards local provision outside school e.g. local clubs and summer-schools, etc. (It is important that, wherever possible, parents are involved - so that barriers to participation are removed.)

The G&T Co-ordinator will liaise with external providers with regard to their provision of various activities targeted at talented pupils.

## **CLASSROOM PROVISION**

At Baskerville School pupils are placed into mixed-year classes within Key Stages. They are grouped according to ability. Within this context, teaching staff group children into smaller sub-sets (within the classroom) based on their perceived ability in that skill area. This facilitates setting differentiated tasks, thus ensuring that pupils are suitably challenged and their motivation maintained. Opportunities for 1-1 and small group work are available throughout the school day. (Teaching staff are mindful of the need to keep these sub-sets flexible – so that “late developers” or pupils whose ability was initially misjudged are not held back).

Class teachers adopt a range of strategies to ensure that pupils of all abilities are set tasks that offer sufficient challenge. These include the following practical strategies:

- Setting differentiated tasks during the “warm up” part of numeracy lessons (usually reserved for oral work and mental calculation). When a class is divided into sub-sets, quick-fire questions at different levels can be set to each group in turn – with pupils being encouraged to proffer answers to questions at their own level and higher levels. Occasional “brain-bafflers” can be posed to the more able group(s) which they grapple with whilst other groups are set a series of quick-fire questions. (This can even form the basis of a competitive approach – where the lower ability groups are challenged to answer as many oral/mental questions as they can before the more able group solve their “brain-baffler”.)
- Conducting a whole-class lesson followed by differentiated tasks. (Although teachers are aware of the need for pupils to practise a newly-learned skill or process, they also realise that it can be counter-productive to insist on repetitive practice where it is apparent that a pupil has grasped a particular process or concept.)
- Dividing the class into two (or more) groups for the main teaching activity. One group can be engaged in a specific activity (such as solving a series of problems, drafting a piece of written work, reading through a passage searching for verbs, etc.) whilst the other group is directly taught by the class teacher. (Groups can then be swapped over for the next lesson – or for the second half of the session.)
- Classroom support staff provide invaluable assistance working with small groups of pupils or individuals in the classroom context or withdrawn from the class. This arrangement enables pupils who grasp concepts quickly to engage in extension activities that embed recently-learned skills whilst developing their capacity to apply these in a more demanding context.
- Setting incidental challenges (that arise from the topic being taught) during the main teaching activity, particularly for more able pupils. These extension challenges may be taken from a higher level of the syllabus.
- Designing and setting extension activities that require more advanced skills to complete. These are available to all pupils once earlier tasks have been completed. Such activities provide opportunity for experimentation and development of a theme. Where these activities require extended investigation, pupils may be released from other lessons in order to complete them, or encouraged to complete them at home – which will encourage independent learning and enquiry. (Completion of these activities is often rewarded merits, special mention in Friday assembly, certificates, etc.)



## **ADVANCEMENT**

Options include:

- the pupil going to mainstream secondary school for specific lessons;
- the pupil joining in with after-school clubs.
- “buying in” specialist staff to provide additional tuition for the pupil;
- external partners conducting after-school tuition/activities for the pupil (which could also be made available to other pupils).

N.B. It is important that each pupil is treated as a child of a particular chronological age regardless of their intellectual level.



## **SCHOOL-WIDE RESPONSIBILITIES**

### **Senior Management Team**

The head-teacher acknowledges the need to maintain a high profile for “gifted and talented” issues and will ensure that these are timetabled for discussion at Governors’ Meetings and at staff meetings.

The head-teacher will support the G&T Co-ordinator in establishing appropriate systems for identifying, recording, developing, monitoring and reviewing the progress of gifted and talented pupils; and will ensure that these systems are adopted by all staff.

The SMT will ensure that appropriate budget is allocated to the provision of resource materials for use with gifted and talented pupils, and that there is access to training opportunities and appropriate expertise for all staff.

The SMT will encourage and facilitate the organisation of whole-school or year-group based learning opportunities that encourage the development of individual skills (such as Art-, Drama-, Dance- and Music-workshops, Sports Days, themed days, etc.)

### **Teaching staff**

Teaching staff are mindful of the need to challenge the most able pupils in their class and will plan lessons and classroom activities that stimulate and encourage independent learning and a spirit of enquiry. Teaching staff will employ appropriate teaching strategies (as identified elsewhere in this policy) to ensure that more able pupils fulfil their potential.

### **Classroom support personnel**

Classroom support staff and volunteer helpers will be offered access to training opportunities that relate to identifying and working with children of differing abilities and will be encouraged to identify and nominate pupils for inclusion on the G&T Register.

### **Parents**

Regular and consistent communication between the school and home will seek to ensure that parents (and carers) are aware of the importance of their role in recognising the various talents and abilities demonstrated by (and latent within) their children. Parents and carers will be provided with simple, clear guidelines about how to recognise their child’s abilities; how best to encourage and develop those abilities and interests; how to set and help realise realistic targets; and how to build their child’s self-esteem.

Parents and carers of all school pupils are encouraged to discuss their child’s progress (or any matters of concern) with the class teacher at any time. Parents of more able children are reminded that this is no less applicable to them than to other parents.

### **Pupils**

Every opportunity is taken (school assemblies, tutorial, weekly review sessions, etc.) to encourage pupils to explore their own capabilities and to discover “something they are good at”. Pupils are frequently reminded that they should be active participants in their own self-

development; that they should not merely discover “something they are good at” but should also seek to “become better at it”. Pupils are encouraged to make the most of the full range of their abilities within the framework of opportunities provided.

In keeping with the school's Equal Opportunities policy, pupils are encouraged to recognise and value the diversity of abilities, skills and qualities in their peers. “We are not all the same – but we are all of equal value.”

### **Partners and specialist providers**

At various times during the year, the school employs a number of external agencies to deliver learning opportunities (e.g. music workshops). Every effort is made to ensure that these providers are aware of and will operate in accord with our positive behaviour management strategy. Additionally, providers are asked to aid us in identifying pupils who may demonstrate ability in their particular specialist area. School staff who arrange and oversee such provision are responsible for seeking nominations from these partners for inclusion on the G&T Register.

### **General**

Baskerville School is keen to foster a culture in which achievement and success are recognised and rewarded. To this end, we have adopted a positive behaviour management strategy, in which all staff are encouraged to praise pupils' positive behaviour and to commend effort. This applies not merely to classroom learning and behaviour but also includes out-of-school activities such as swimming, gymnastics, etc. Children's achievements are recognised in the weekly Awards assembly on Fridays.

Posters and displays are used to create a positive ethos that focuses on success and achievement – and on the value of “having a go”.



## **POLICY - DISSEMINATION, MONITORING AND REVIEW**

This policy has been written by Matt O'Neill (school Gifted & Talented Co-ordinator).

The head-teacher has overall responsibility for ensuring that the policy is implemented in the school. Issues raised during the monitoring process will be reported to the governing body and addressed through the school development plan.

This policy will be reviewed by the head-teacher, assisted by the G&T Co-ordinator, after it has been in place for two years (to ensure that it continues to meet the identified needs of the school and its pupils). Subsequently, it will be reviewed every three years.

## Appendix A

### RECOGNISING MULTIPLE INTELLIGENCES

#### LINGUISTIC (Linguistic intelligence)

Children with strong linguistic intelligence are likely to “always have their head in a book”. Not only do they like reading, they also write (stories, poems and letters) for pleasure. They usually mention things they have read about. They will have a wide vocabulary, be good at spelling, and are often fascinated by words and their meanings. They explain themselves well and like to teach others. They enjoy word games & puzzles (Scrabble, crosswords, etc.) and may also enjoy quizzes. They may be talkative (but not necessarily).

#### MATHEMATICAL (Logical-mathematical intelligence)

Children with strong logical intelligence are likely to score highly in Maths tests. They are good at mental arithmetic and most aspects of Maths. They are interested in science and how things work. They will often count things for no apparent reason. They may have particular ways of doing things (even to the point of obsession). They can become frustrated by people who cannot see their point of view or way of doing things. They are likely to be well-organised and punctual. They may make lists (perhaps of things to do). They may also enjoy jigsaws and mazes. They often prefer to work alone.

#### NATURALIST (Naturalist intelligence)

Children with strong naturalist intelligence like all kinds of animals and may be responsible for looking after a pet. They may be interested in gardening and the countryside and will probably prefer to be outside. They may show an interest in insects, dinosaurs or archaeology and will enjoy nature programmes on TV. They probably collect things (such as cards, etc. but especially insects, bits of rock) and may keep a scrapbook. They may be tidy and well-organised.

#### VISUAL-SPATIAL (Visual-spatial intelligence)

Children with strong visual-spatial intelligence are “natural artists”. They notice small differences in detail and have a good visual imagination. They will be good at drawing and enjoy drawing sketches, cartoons & doodles. They have a strong sense of colour. Given the opportunity, they will enjoy taking photos and making videos. They can find their way around easily. They use their hands when talking or explaining. They may also enjoy jigsaws & maze puzzles.

#### MUSICAL (Musical intelligence)

Children with strong musical intelligence like a wide range of music. They recognise tunes easily and quickly and are quick to learn songs. They may play a musical instrument (if provided with opportunity). They will probably be good singers. They are likely to hum or sing to themselves (or out loud) whilst doing other things. They may tap out rhythms. They are fascinated by different sounds.

#### PHYSICAL (Physical / bodily / kinaesthetic intelligence)

Children with strong physical intelligence are good at sport & physical activities. They like practical activities (such as model-making, sewing, cooking, making things). They cannot help touching things and probably use their hands when talking. They have expressive

facial features and may be good at drama. They are well co-ordinated with a good sense of balance, and may be good dancers.

#### SOCIAL (Interpersonal intelligence)

Children with strong interpersonal intelligence get on well with people. They are friendly and outgoing and relate well to people both older and younger than themselves. They are good listeners, patient – and may be a “peace-keeper” amongst their friends. They notice how people are feeling and may act as a “comforter”. They have a number of close friends and may be the “leader” of the group (albeit subtly). They prefer team games and working in groups. They are likely to be a member of a club.

#### PERSONAL (Intrapersonal intelligence)

Children with strong intrapersonal intelligence are “thinkers”, though they may be seen as “dreamers”. They prefer to “keep themselves to themselves” and may appear shy and withdrawn. They may not respond in class but prefer to talk to the teacher about the topic after the lesson. They usually have a clear idea about their future and will set themselves personal targets & challenges. They are interested in life stories and may keep a personal diary.



## Appendix C



### BASKERVILLE SCHOOL – GIFTED AND TALENTED NOMINATION FORM

The Gifted and Talented Register is a record of those children who have shown exceptional ability in various ability areas. It enables teaching staff to cater for and monitor the progress of these children. We are always keen to consider nominations for inclusion on the register.

Parents, non-teaching staff, pupils and external partners may use this slip to nominate children for inclusion on the G&T Register. Nominations will be considered by the child's class teacher and the school's Gifted and Talented Co-ordinator. Teaching staff are always willing to offer assistance in completing these slips. Appropriate nominations will be included in the Register.

Name of child being nominated: \_\_\_\_\_

Year / Class / Teacher: \_\_\_\_\_

Reason for nomination: \_\_\_\_\_

\_\_\_\_\_

Name of person making nomination: \_\_\_\_\_

Date: \_\_\_\_\_

Please return this form to the class teacher or to the Gifted & Talented Co-ordinator. This section to be completed by the Gifted & Talented Co-ordinator.							
Literacy Language Reading Writing	Maths Science Logic	Naturalist Collector	Visual Art Drawing	Musical Singing	Physical Sport Dance Practical	Social	Personal
YES	Nomination transferred to register? Reason?						NO