



# Pilgrims School

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## Able, Gifted and Talented Policy

March 2023

Next review date: March 2024



Please note: 'School' refers to Early Years Foundation Stage (Little Pilgrims, Kindergarten and Pre School) and Pilgrims Main School.

**(Also refer to: Teaching and Learning Policy, Assessment, Monitoring and Evaluation Policy, Transition Policy)**

Aims and Values - Pilgrims inspires each child to love learning.....

### **Able, Gifted and Talented Aims**

The school aims to:

- ensure that all staff can identify very able, gifted and talented children.
- provide an education, which is appropriate to the abilities and needs of the able child and which stimulates, interests, informs and excites.
- develop the specific skills or talents of each able child.
- develop the children's thinking skills through extensive and enriched activities.
- provide opportunities for working at higher cognitive levels.
- provide appropriate challenge within the broad and balanced curriculum of the school.
- provide appropriate differentiation.
- maximise achievement.
- develop strategies for very able children with the knowledge that this will also benefit all children and enhance learning in the whole school.
- provide the necessary support for the 'whole child' development with equal concern for the social and intellectual abilities.
- involve and encourage parents in meeting the needs of very able children.

Our aims are underpinned by our three school values of Kindness, Curiosity and Respect which encourage:

#### Kindness

- Children and staff working together to help and support each other.
- Providing a safe, stimulating learning environment.
- Considering the feelings of others in our actions and words.

#### Curiosity

- Making learning an enjoyable and challenging experience.
- Promoting lively, enquiring, independent and imaginative minds and develop enthusiasm for all aspects of learning.
- Fostering imagination, creativity, problem solving and a willingness to take risks.
- Promoting assessment for learning building on what the children already know and encouraging a greater responsibility and ability to think and learn for themselves.
- Developing lively and enquiring minds and build on natural curiosity.
- Providing opportunities for pupils to work independently and collaboratively.
- Developing children's capacity to learn about ways of thinking, finding information and presenting their work.

#### Respect

- Ensuring that every child succeeds by providing an inclusive education with a culture of high expectations.
- Promoting respect for ideas and investigate the points of view of other pupils.
- Encouraging curiosity, perseverance, open-mindedness, critical reflection and cooperation.

## Definition

We choose to use the definitions 'More Able', 'Gifted' and 'Talented'.

More Able children are those who achieve, or have the ability to achieve at a level significantly higher than their peer group in the school. A child who is truly exceptional in an academic area will be defined as 'gifted' in that area.

Talented children are those who show a talent in non-academic subjects (PE, music, dance, drama, art and design) or in skills such as leadership, organisation or teamwork.

'All-rounders' are children who are both gifted and talented.

Pilgrims school is anxious to expand the pool of talent – not to restrict it artificially. We decline therefore to define a target group by means of a crude percentage.

We aim to make very flexible provision for the small number of truly exceptional children but we are also looking to provide for a much larger group of able and talented pupils present in our school.

We recognise the existence of all-round ability but we also acknowledge the greater number of pupils who are gifted or talented in specific areas and those who show potential ability, as ability is not a fixed commodity.

## Identification

We recognise that identification can be difficult and that there are risks of stereotyping and labelling. We also recognise that each method of identification is seen to have weaknesses and limitations. As a consequence, we have agreed to use the following range of information to guide our decisions when seeking to identify more able, high attaining or gifted children.

CHECKLISTS	General Checklists, Subject Specific Checklists for Literacy, Numeracy, Science, Art & Design, Music, P.E. and Swimming and Checklists relating to the Foundation Stage can be used to help teachers with their initial identification (see Appendix 1 for checklists) including the identification of able underachievers. Teachers should remember that the lists on the checklists are only a guide and are not exhaustive. Children do not need to have the <i>entire</i> list ticked off to be able to be highlighted or identified as gifted or talented. Teachers should use their professional judgement when analysing the completed list. For example if only one item was ticked from a list of 12 the likelihood is that the child is probably not gifted or talented in that area, however, if 6 or 7 were ticked off they possibly are.
TESTS/ ASSESSMENTS	<b>Little Pilgrims, Kindergarten and Pre School:</b> Learning Journals, observations, and the Two Year Old check. <b>Reception:</b> Foundation Stage Profile, Learning Journals, observations, termly literacy and numeracy check and ongoing phonic assessments. <b>KS1/2:</b> Termly summative assessment data (e.g. Salford, Headstart Maths, unaided writing and standardised tests). The above tests and assessments will be used to monitor and track children's attainment and progress and whether

	<p>they are beyond the level of attainment expected for their age or are underachieving teacher predictions.</p> <p>It is important to monitor children who perform highly in assessments but do not produce the same level of work within class as these children could possibly be able underachievers.</p> <p>(See assessment and monitoring policy for more detail)</p>
TEACHER PERCEPTION AND OBSERVATIONS	Including Class Teacher, specialist Music Teacher (and visiting peripatetic music teachers), Swimming Teacher, French Teacher and specialist ICT and Sports Teachers.
SHARED KNOWLEDGE	We provide opportunities for staff to share information on children (for example staff meetings and end of year transfer reports). We talk to parents and carers, lunch time staff and club staff.
INFORMATION FROM OTHER SOURCES INCLUDING	<ul style="list-style-type: none"> <li>o pupil records</li> <li>o Educational Psychologists tests and reports (if appropriate)</li> <li>o talents shown in extra curricular activities and out of school clubs</li> <li>o previous school/class records</li> <li>o ability in games like chess</li> <li>o team activities</li> </ul>
MONITORING	We use a 'Highlighted' form for children we wish to monitor in the area of Gifted and Talented before entering them on to the G and T Register (See Appendix 2).
TRAINING	In-Service work will be designed to develop the expertise of staff in spotting the most able and identifying 'signals' which are worth considering.

### **Guidance on identifying Able, Gifted and Talented Children**

If a child has been drawn to a teacher's attention as possibly being gifted or talented then the appropriate parts of the following should be considered:

- Has a General or Subject Specific Checklist been completed? How does the child fair on this?
- What observations have been made in class/during activities by the teacher or other adults within the school?
- How has the child performed in recent assessments? Do assessment results and class performance match up?
- Have the parents identified the child as being able, gifted or talented in this area during parent consultations?

Following this process, if the evidence points to the child being gifted or talented in a particular area then the Gifted and Talented Identification Sheet (Appendix 4) should be completed and the appropriate evidence attached. A copy of this should be given to the MAG&T Co-ordinator. If the teacher feels more evidence is needed or that the child is only just beginning to show a gift or talent then they should complete the Highlighted Form (Appendix 2) and monitor their progress. A copy of the completed form should be given to the MAG&T co-ordinator.

If and when children are moved from the Highlighted List to the Gifted and Talented Register the above process should be followed and the appropriate evidence attached to a completed Identification sheet.

**When considering the identification of gifted or more able pupils it is important to remember that:**

- Identification is an ongoing process and subject to continuous review.
- Children may have ability in one particular area or across a range of subjects and areas.
- Achievement is linked to the opportunities and support which teachers and parents provide as well as to the motivation, hard work and innate ability of the individual.

We are committed to providing a learning environment that encourages all children to maximise their potential. We believe that all children should be given opportunities to achieve their best and to make the greatest progress possible. We believe that any special abilities or talents should be identified as early as possible and developed during their time at Pilgrims. We recognise that aptitudes range across different areas, such as intellectual, artistic, creative, physical, social and spiritual.

**We are mindful that teachers must remain aware that gifted or talented children –**

- may be children on the SEN Register who are more able in one particular area.
- may have English as an additional language.
- may be children with Specific Learning Difficulties.
- may be children with emotional and behavioural difficulties, including those difficulties which may be caused by inappropriate curriculum provision.

**Procedures**

1. All Class Teachers will maintain a More Able, Gifted and Talented Folder.
2. A record of the More Able Readers and 'top groups' in Literacy and Numeracy will be kept by each class teacher and reviewed termly against teacher observations and assessments. A copy of the groups will be given to the MAG&T Co-ordinator (Appendix 3).
3. Children being **monitored** in the area of 'Gifted and Talented' will be placed on the **Highlighted Sheet** (Appendix 2). The G&T Co-ordinator is informed and a copy of the form given. 'Highlighted' children will be reviewed termly. Following the review the children may remain on the Highlighted list, be removed from the list or be **identified** as G&T.
4. Where children have been **identified** as being gifted or talented, their class teacher will complete a **Gifted and Talented Child Identification Sheet** (Appendix 4.)
  - All sheets must be supported with annotated pupil work, checklists, photos or teacher's notes as appropriate.
  - Other teachers, support assistants and other adults working with the child **should be involved in providing examples of work and advice on approaches to teaching.**
5. The Class Teacher will then liaise with the MAG&T Co-ordinator and the 'action' part of the identification sheet will be decided upon and completed.
6. The child will then be placed on the Gifted and Talented Register. (Appendix 5)
7. Children in LPs KG and PS who have been identified as working beyond their age-related expectations will have an action plan created to support their learning.
8. The class/specialist teacher monitors the pupils' progress and there is a termly review.
9. The Music Teacher will maintain a More Able Gifted and Talented Folder. A record for each year group of the More Able Singers, Instrumentalists and General Musicians will be kept (Appendix 8) and these children will be monitored for the possibility of being talented. Children who have been identified will have an Identification Form filled in and will be placed on the school's G&T Register. The more able lists and the G&T Register will be reviewed termly. Copies of the more able year group lists and the Gifted and Talented Identification Forms will be copied and given to the MAG&T Co-ordinator and the Class Teacher.
10. Information from the sports, tennis and swimming coaches will be gathered termly and a record will be kept of the more able children for these areas (Appendix 9). These

children will be monitored to see if they should be added to the highlighted register or G&T register.

11. Lists will be maintained for children attending any enrichment clubs (e.g., Art, Maths, Games, Swimming) and will be reviewed termly.
12. An **exceptionally** gifted or talented child may have a Challenging Individual Programme (ChIP - Appendix 6). This will be written by the MAG&T Co-ordinator and the teacher. This would be shared with the pupil and parent or carer and reviewed termly.
13. Children who are withdrawn for specific targeted group work will be given a Challenging Group Programme (Appendix 7). This will be written by the MAG&T Co-ordinator and this would be shared with the pupil and parent or carer.
14. **The Gifted and Talented Register should be used as a working document to help inform curriculum planning.**
15. **It is the policy of this school to reassess pupils regularly; therefore, the Able, Gifted and Talented Register will be adjusted and supplemented as further information is obtained.**

## **Provision**

### **Little Pilgrims, Kindergarten and Pre School:**

We aim to:

- support the holistic development of the child.
- personalise the learning for all children so that the needs of each child are met.
- begin our planning for our children looking at where the child is in their development and not just where they should be because of their age.
- use ongoing summative assessment to meet all children's individual needs.
- use aspects of AfL in the Kindergarten and PS rooms to develop confidence and independence

### **Whole School:**

We aim to:

- create an ethos where it is "OK to be bright" and "OK to be diligent", where individual talents and successes are both recognised and celebrated.
- encourage all pupils to become 'independent learners.'
- be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievement.
- provide opportunities for professional development of individual teachers or teams to inform teaching strategies.
- promote a culture of determination to succeed and a growth mindset for learning.
- use a variety of whole school strategies including:
  - Assessment for Learning (Afl)
  - Accelerated Learning in the Classroom (ALPs)
  - Assertive Discipline
  - Enrichment sessions/special activities
  - TASC wheel/STEM problem solving activities
  - Personalising Learning
  - Provision of whole school curriculum days/weeks e.g., Arts Week, World Book Day
  - Recognising Achievement – direct teacher praise, class and group awards, achievement certificates, Headteacher Awards, Celebration Assembly, stickers, smiley faces, sticker charts, praise from other teachers

## **In the classroom**

We will employ the following strategies where appropriate:

- Differentiation in task, input, time, pace of work, outcome, learning styles and resources.
- Provide enrichment activities, to broaden the curriculum.
- Provide extension activities to add depth to teaching.
- Allow children the time to self-evaluate, ask questions and explain what they have done.
- Ensure the teaching of questioning skills (including Blooms Taxonomy of Thinking Skills - Appendix 9 and Shirley Clarkes Question Types) to a high level for teachers and pupils.
- Promote the teaching of thinking and problem-solving skills across all areas of the curriculum through the TASC wheel (Appendix 10) and other problem-solving strategies.
- Encourage the development of a wide variety of recording and communication skills.
- Group pupils in ways, which teachers feel, will maximise the quality of teaching and learning. Varied and flexible groupings will be used to allow the opportunities to demonstrate different talents. Groupings will include a mixture of: whole class, mixed ability, ability groupings, individual and paired work.
- Different forms of acceleration will be considered and implemented if appropriate e.g., subject acceleration (a child joining more advanced pupils for certain subjects).
- Compacting parts of the curriculum as a method for covering work more quickly and providing extra time for other more challenging activities.

Where possible, we establish what prior knowledge, understanding and skills pupils have so as to avoid unnecessary repetition of work, which can be extremely demotivating.

We will be aware that children should be allowed to operate from their appropriate starting-point, not an artificial one to conform with everyone else.

We will be alert for the 'bright but lazy' child who could achieve excellent results if motivated and challenged. For all pupils, lack of motivation and challenge can lead to boredom and often behaviour problems.

We will encourage **all** pupils to become independent learners:

- by providing opportunities to use the library and ICT facilities.
- by organising their own work.
- by carrying out unaided tasks which stretch their capabilities.
- by making choices about their work.
- by developing the ability to evaluate their work and so become self critical.
- by allowing time for improvement.

## **Outside the Classroom**

- Opportunities to work with other like-minded children in enrichment activities as part of our whole school curriculum weeks or PSG events and activities.
- We provide a school Swim Squad and Enrichment Games Club for children who have been identified as talented in these areas.
- We invite children to join the school orchestra if they have been identified as able or talented in music. Children identified as good singers will be encouraged to join the school choir.
- We have the OWLS reading groups for children who have been identified as very able readers across their year groups.
- Children identified as showing an artistic talent are invited to attend the enrichment art club.
- Children in Year 1 who are identified as showing an ability for writing or maths will be invited to join the Enrichment Groups.

- Children in Year 2 who are identified as showing an ability for maths will be invited to join the Year 2 Maths Enrichment Club.
- Where possible we use outside agencies for training and provision.
- We provide a wide range of extra-curricular activities and clubs to encourage talent to flourish.

Different clubs are offered on a termly basis such as the following:

- Football
- Ballet
- Swimming
- Tennis
- Cricket
- Gymnastics
- Tag Rugby
- Multi Skills and Athletics
- French
- Arts & Crafts
- Cookery
- Drama

### **Organisational Issues**

- Little Pilgrims, KG and PS use In The Moment Planning to follow the children's interests to support their learning.
- Year groups from Reception up plan one broad topic a term through a themed contextual approach, taking into account the children's needs and interest. In Reception objectives are taken from the Early Years Foundation Stage Development Matters document. In KS1/2 objectives are based on the revised National Curriculum for 2014 and the schools' subject skills lists. Where possible the creative aspects of literacy and writing are embedded within the topic.
- Phonics is taught as a discrete subject from Pre School up. Children further up the school are grouped, when appropriate, according to needs and abilities.
- The library is available at all times to use for further research purposes.

### **Inclusion**

All children regardless of gender, ethnic group, culture, ability and EAL are entitled to full access to the Able, gifted and talented provision (see Equal opportunities policy)

### **Transfer and Transition**

- Pupil details are handed to the next teacher with a discussion of current able, gifted or talented provision.
- Children transferring from Kindergarten or Pre School will have observations from their electronic learning journal (which highlight exceptional ability) passed onto the next teacher.
- Pupils transferring to Prep/Junior Schools or to alternative schools at any stage will have their able, gifted and talented details completed on the transfer form and relevant paperwork forwarded.
- The MAG&T co-ordinator liaises with the equivalent co-ordinator at the Prep/Junior schools the majority of Pilgrims pupils transfer to and provides information for the More Able, Highlighted List and G&T Register to help ensure the pupils gifts and talents are identified and supported as they move on.



### **Gifted and Talented Co-ordinator's Responsibility**

- To write and revise, in conjunction with the staff a whole school policy.
- To lead the way in implementing the policy.
- To keep an action plan to make sure the provision is maintained and developed.
- To assist co-ordinators in revising subject policies to cover the need of the more able, gifted and talented child and make sure that appropriate curriculum support systems are in place.
- To provide staff with suitable means of identifying more able, gifted and talented pupils.
- To ascertain and organise relevant training needs for staff to support these pupils.
- To manage and provide resources to support the teaching of more able, gifted and talented pupils.
- To provide user friendly identification sheets to record the more able, gifted and talented pupils and to keep a register.
- To ensure appropriate details are transferred when a pupil moves internally or externally.
- To keep abreast of latest educational literature and good practise to bring to the attention of all staff.
- To liaise with parents and external agencies and attend meetings when necessary to ensure the needs of more able pupils are understood and met.
- To ensure parents or carers and the governors are well informed.
- To meet with new members of staff to explain the school's more able, gifted and talented policy and procedures, in line with the induction policy.

### **Subject Co-ordinators Responsibility**

- Where possible, to provide a range of resources for able and talented pupils for their curriculum area.
- To ensure the needs and provision for the more able, gifted or talented pupil in their curriculum area is stated in their policy (statements for MAG&T pupils will be added as and when policies are reviewed and updated).
- To monitor and evaluate the work of able, gifted and talented pupils in their curriculum area as part of the school's monitoring policy.

### **Class/Specialist Teacher's Responsibility/Key Worker/ Nursery Nurse**

- To provide suitably differentiated short term planning.
- To identify in their medium- and short-term planning appropriate opportunities for enrichment and challenge.
- To plan opportunities for the development of different learning styles within the classroom and Little Pilgrims, Kindergarten and Pre School.
- To identify children who are more able, gifted or talented in one or more area and to inform the MAG&T Co-ordinator or Department Manager.
- To maintain records of pupil's progress and achievements, in accordance with other school policies and to cross reference these records with the more able group lists, Highlighted List and Gifted and Talented Register.

### **Use of Outside Agencies**

- Links would be made in the event of an exceptionally gifted pupil passing through school with a talent requiring specialist support the school could not provide.

### **Policy Review**

- The policy will be reviewed annually and, where necessary, amended or updated. This process will take account of the views of teaching and support staff, the headteacher and governors, the more able, gifted and talented co-ordinator and national needs and requirements.

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## Appendix 1a: Checklist 1

Checklists of the characteristics of very able children

Comparing the bright child with the gifted child (from NACE)

Bright Child	Gifted Learner
<ul style="list-style-type: none"><li><input type="checkbox"/> Knows the answers</li><li><input type="checkbox"/> Is interested</li><li><input type="checkbox"/> Has good ideas</li><li><input type="checkbox"/> Works hard</li><li><input type="checkbox"/> Answers the questions</li><li><input type="checkbox"/> Top group</li><li><input type="checkbox"/> Listens with interest</li><li><input type="checkbox"/> Learns with ease</li><li><input type="checkbox"/> Enjoys the company of peers</li><li><input type="checkbox"/> Grasps the meaning</li><li><input type="checkbox"/> Completes assignments</li><li><input type="checkbox"/> Is receptive</li><li><input type="checkbox"/> Copies accurately</li><li><input type="checkbox"/> Enjoys school</li><li><input type="checkbox"/> Absorbs information</li><li><input type="checkbox"/> Technician</li><li><input type="checkbox"/> Good memoriser</li><li><input type="checkbox"/> Enjoys sequential presentation</li><li><input type="checkbox"/> Is alert</li><li><input type="checkbox"/> Is pleased with her/his own learning</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Asks the questions</li><li><input type="checkbox"/> Is highly curious</li><li><input type="checkbox"/> Has wild silly ideas</li><li><input type="checkbox"/> Plays around yet tests well</li><li><input type="checkbox"/> Discusses in detail, elaborates</li><li><input type="checkbox"/> Beyond the group</li><li><input type="checkbox"/> Shows strong feelings/opinions</li><li><input type="checkbox"/> Already knows</li><li><input type="checkbox"/> Prefers adults</li><li><input type="checkbox"/> Draws inferences</li><li><input type="checkbox"/> Initiates projects</li><li><input type="checkbox"/> Is intense</li><li><input type="checkbox"/> Creates a new design</li><li><input type="checkbox"/> Enjoys learning</li><li><input type="checkbox"/> Manipulates information</li><li><input type="checkbox"/> Inventor</li><li><input type="checkbox"/> Good guesser</li><li><input type="checkbox"/> Thrives on complexity</li><li><input type="checkbox"/> Is keenly observant</li><li><input type="checkbox"/> Is highly-self critical</li></ul>

## Appendix 1b - Checklist 2

A research-based checklist for very able children (Shore and Freeman)

- ❑ Memory and knowledge

Excellent memory and use of information

- ❑ Self-regulation

Know how they learn best and can monitor their learning

- ❑ Speed of thought

May spend longer on planning but reach their decisions more speedily

- ❑ Dealing with problems

Add to the information, spot what is irrelevant and get to the essentials more quickly

- ❑ Flexibility

Although their thinking is usually more organised than other children's they can see and adopt alternative solutions to learning and problem solving

- ❑ Preference for complexity

Tend to make games and tasks more complex to increase interest

- ❑ Concentration

Have an exceptional ability to concentrate at will and for long periods of time from an early age

- ❑ Early symbolic activity

May speak, read and write very early

### **Appendix 1c - Checklist 3**

Some signs of underachievement in the potentially very able child (Renzulli et al)

- ☐ Bored and restless
- ☐ Fluent orally but poor in written work
- ☐ Friendly with older children and adults
- ☐ Excessively self-critical, anxious and may feel rejected by family
- ☐ Hostile towards authority
- ☐ Quick thinking
- ☐ Does not know how to learn academically
- ☐ Aspirations too low for aptitudes
- ☐ Does not think ahead
- ☐ Poor performance in tests, but asks creative searching questions
- ☐ Thinks in abstract terms
- ☐ Often enjoys playing with language
- ☐ High-level work has deteriorated over time

## Appendix 1d - Checklist 4

- **Traits of potentially able children** (Child Ed. April 2003)

• Recognition by others	Often chosen as a best friend; consulted by others; willing to help classmates.	
• Engages, shares and volunteers	Leads activities; encourages, advises and explains to others.	
• Moving and doing	Shows advanced motor development (or frustration with writing tasks); has high level of physical energy	
• Vocabulary	Has detailed and fluent use of words; uses 'big' words with understanding; uses facial expression and body language well.	
• Thrives on complexity	Understands and explains with good reasoning; connects ideas; solves problems; understands processes.	
• Significant moments	Shows unexpected or extraordinary behaviour; is unusual or non-conformist.	
• Focus	Can be intensely focused when challenged; can flit from one activity to another if under challenged.	
• Independence	Likes to work alone; is perfectionist; can be self-absorbed and self-critical.	
• Curious/questions	Notices detail; examines carefully; shows insight; wants to know why	
• Imagery	Uses imagination and shows signs of originality.	
• Fantasy/Imagination	Invents and pretends; imitates; responds to novel stimuli.	
• Hungry for attention	Eager to be involved; attempts to be centre stage.	
• The big picture	Sees beyond the obvious; recognises patterns and conclusions.	
• Sensitive	Is expressive, thoughtful and helpful; can be anxious and self-aware; aware of being different.	
• Humorous	Original and spontaneous; quick witted; often enjoys adult humour; loves jokes	
• Observant	Notices detail; has quick and accurate recall; has a good memory.	
• Explores	Enjoys experiments; builds, designs and solves practical problems	
• Visual awareness	Has advanced spatial awareness; aware of body space; creates unusual patterns; is good at puzzles.	

## Appendix 1e: Checklists

Child's Name:

Class:

### KS1 Mathematics – Gifted and Talented Checklist

Children are likely to:

- ☐ have a love of numbers
- ☐ learn and understand mathematical ideas quickly
- ☐ work systematically and accurately
- ☐ be more analytical
- ☐ think logically and see mathematical relationships
- ☐ make connections between the concepts they have learned
- ☐ identify patterns easily in number and shape, creates unusual and complex patterns
- ☐ apply their knowledge to new or unfamiliar contexts
- ☐ communicate their reasoning and justify their methods
- ☐ ask questions that show a clear understanding of, and curiosity about mathematics
- ☐ take a creative approach to problem solving
- ☐ sustain their concentration throughout longer tasks and persist in seeking solutions
- ☐ be more adept at posing their own questions and pursuing lines of enquiry
- ☐ display use of mathematical language which is exceptional for their age
- ☐ use mathematical equipment purposefully and accurately
- ☐ sees beyond the obvious
- ☐ has advanced spatial awareness
- ☐ uses ICT to research and develop ideas

Checklist completed by:

Date:

Created October 06 – Based on QCA website and staff discussion

## Appendix 1f - Checklist

Child's Name:

Class:

### KS1 English – Gifted and Talented Checklist

Gifted and Talented children may display all or some of the following characteristics:

#### Creative Flair:

- ☐ Writing or talking in imaginative and coherent ways
- ☐ Elaborating on and organising content to an extent that is exceptional for their age

#### Stamina and Perseverance

- ☐ Using any suitable opportunities to produce work that is substantial and obviously the product of sustained, well-directed effort e.g. cross curricular topic work

#### Communicative Skills

- ☐ Involving and keeping the attention of an audience by exploiting the dramatic or humorous potential of ideas or situations in imaginative ways e.g. role play, show 'n' tell
- ☐ Taking a guiding role in helping a group to achieve its shared goals, while showing sensitivity to the participation of others:- leading a group, group reading
- ☐ Writing with a flair for metaphorical or poetic expression
- ☐ Grasping the essence of particular styles and adapting them to their own purposes
- ☐ Expressing ideas succinctly and elegantly, in ways that reflect an appreciation of the knowledge and interests of specific audiences
- ☐ Using ICT to research and create new text

#### Ability to Take on Demanding Tasks

- ☐ Researching, comparing and adapting information from a range of different sources, including ICT
- ☐ Engaging seriously and creatively with underlying themes expressed in the books they read

#### Arguing and Reasoning

- ☐ Understand the nature of language and show an awareness of specific features such as rhyme and rhythm
- ☐ Show an interest and enthusiasm for language study e.g. new words, word play, humour

Checklist completed by:

Date:

Created October 06 – Based on QCA website and staff discussion



## Appendix 1g checklist

Child's Name:

Class:

### KS1 Science - Gifted and Talented Checklist

Children are likely to be;

- ☐ very imaginative
- ☐ interested in the world around them and science activities
- ☐ members of scientific clubs or have scientific hobbies
- ☐ able to sustain their interest and go beyond the obvious answer
- ☐ interested in finding out more about a subject using books or the internet
- ☐ able to make connections between facts and concepts that they have learned
- ☐ using some scientific terminology and vocabulary when explaining concepts or actions
- ☐ inquisitive about how things work and why things happen
- ☐ able to use different strategies for finding things out
- ☐ self motivated
- ☐ eager for challenges and problem solving activities
- ☐ able to transfer knowledge and skills from one topic to another
- ☐ interested in reading widely particularly science or science fiction
- ☐ logical thinkers
- ☐ accurate and systematic when measuring or observing
- ☐ interested in using ICT for data logging
- ☐ able to use simple equipment and materials appropriately
- ☐ able to consider the reasonableness of their answers
- ☐ able to predict and conclude
- ☐ able to review their work and the work of others and describe its significance and limitations
- ☐ keen to talk to their teacher about new information and ideas
- ☐ showing intense interest in one particular area of science
- ☐ keen to persist to seek solutions

Checklist completed by:

Date:

Created October 06 – Based on QCA website and staff discussion

## Appendix 1h: KS1 P.E. – Gifted and Talented Checklist

Child's Name:

Class:

All areas:

- ☐ Confident
- ☐ Take risks with ideas and approaches
- ☐ Show a high degree of motivation and commitment to practice and performance.
- ☐ Are willing to demonstrate what they can do
- ☐ Volunteer questions and answers
- ☐ Show determination to achieve best possible results.
- ☐ Ask for advice and information on how to improve.
- ☐ High levels of concentration.
- ☐ Keen to take part and talk about what they are doing with enthusiasm.
- ☐ Have a high degree of control and coordination of their bodies.
- ☐ Have excellent spatial awareness.

Games:

- ☐ Particularly high levels of fitness for their age.
- ☐ Have a wide range of skills and techniques that they can apply and adapt effectively
- ☐ Show good body control and movement
- ☐ Show good fluency and accuracy in their movements.
- ☐ Make few technical errors when performing with speed and intensity.
- ☐ Choose to get involved in more than one type of activity.
- ☐ Have a competitive nature.

Gym:

- ☐ Show strong awareness of body in space
- ☐ Combine movements fluently, precisely and accurately.
- ☐ Have poise and balance.
- ☐ Have good body tension.

Dance:

- ☐ Respond imaginatively to stimuli
- ☐ Show excellent sense of rhythm
- ☐ Perform competently for an audience
- ☐ Be creative, original and adaptable.

Checklist completed by:

Date:

## Appendix 1i

Child's Name:

Class:

### KS1 Art and Design - Gifted and Talented Checklist

Pupils who are talented in Art and Design are likely to:

☐ think and express themselves in creative and original ways

They want to follow a different plan from other pupils, challenge tasks given, extend the brief in seemingly unrelated ways. They are driven by idea, imagination, flights of fancy

☐ have a strong desire to create in a visual form

they persevere until a task is completed successfully with little or no intervention from the teacher/visiting artist etc.

☐ push the boundaries of normal processes

they explore ways to depict ideas and emotions with a heightened sense of awe and wonder. They take risks without knowing what the outcome will be and are able to adapt their ideas accordingly.

☐ use and explore the characteristics and processes of materials with a skilful use of techniques, learning new approaches with ease

they use materials and processes in creative, practical and inventive ways, they explore alternatives and respond to new possibilities

☐ prefers to take the lead when working collaboratively

☐ understand that ideas and meaning in others' work can be interpreted in different ways

they use their knowledge and understanding to extend their own thinking and realise their intentions, they communicate original ideas and views

Checklist completed by:

Date:

## Appendix 1j

Child's Name:

Class:

Swimming – Gifted and Talented Checklist

All distances to be swum with no tummy band or float

Reception

- ☐ 10m front and back (no arms)
- ☐ Body position flat with face out of the water
- ☐ Leg kick maintained

Year 1

- ☐ 25m front and back (with arms)
- ☐ Demonstrate breaststroke legs
- ☐ Body position flat
- ☐ Leg kick maintained
- ☐ Arms straight, correct action and regular on back

Year 2

- ☐ 50m – 25m backcrawl and 25m breaststroke
- ☐ Demonstrate frontcrawl arms and breathing
- ☐ Correct body position, arms and legs for both strokes
- ☐ Maintain body position throughout distance

Checklist completed by:

Date:

## Appendix 2



### Gifted and Talented – Highlighted Pupils

When we are considering ability, we are considering the qualities listed below as outlined in the Bedfordshire LEA Guidance:

General intellectual ability

Specific academic ability

Creative ability

Artistic ability

Physical ability

Leadership qualities

Team membership

Social, emotional and spiritual qualities

Independent learning ability

Deborah Eyre (1993), David George (1990), Howard Gardner (1993), Eric Ogilvy (1973), Diane Montgomery (1994), QCA guidance (2000).

Date	Child's Name	Class	Observations	Action Taken	Review Date (Termly)	Parental comments/Involvement

**Appendix 3 - More Able Child Record for Reading, Literacy and Numeracy Groups**

Class:

Term	Date	More Able Readers	Top Literacy Group	Top Numeracy Group
Autumn	September			
Spring	January			
Summer	April			

#### Appendix 4 - GIFTED AND TALENTED CHILD IDENTIFICATION SHEET

CHILD'S NAME: .....

AGE: ..... D.O.B: .....

CLASS: ..... TEACHER: .....

(Class / Music/ Swimming/ Sport)

(To be completed by the Teacher)

I wish to draw this child to your attention because ...

PLEASE FIND ATTACHED THE FOLLOWING:- (Please tick appropriately)

- CHECKLISTS
- HIGHLIGHTED SHEET
- TEACHER'S NOTES ON CHILD'S PERFORMANCE / ATTITUDE
- PARENT'S LETTER(s)
- TEST RESULTS OR OTHER ASSESSMENTS
- PHOTOCOPIED EVIDENCE OF CHILD'S WORK / ANOTATED PHOTOS
- OTHER

(To be completed with the G&TCO)

Action to be taken

Signed (Teacher)

Date:

Signed (G&TCO)

Date:



## Appendix 5 - Gifted and Talented Register

Class	Name	DoB	Gender	SEN	Identification Date	Identification Method	Area(s) of Ability	Provision



## Appendix 6 - CHALLENGING INDIVIDUAL PROGRAMME (CHIP) – FOR THE GIFTED/TALENTED PUPIL

NAME:		DOB:		CLASS TEACHER:		Date:	
AREAS OF ABILITY:				EVIDENCE:			
OTHER PROFESSIONALS INVOLVED:				PARENTAL NOMINATION/VIEWS :			
CHALLENGE TARGETS	ACTIVITIES	DATE OF REVIEW	BY WHOM	REVIEW COMMENTS		DATE ACHIEVED	
REVIEW AND MONITORING ARRANGEMENTS:							
Pupil Voice:							
SIGNED		Teacher:			Parent:		
		A,G&T Co-ordinator:			Date:		

## Appendix 7 - CHALLENGING GROUP PROGRAMME (ChGP) – FOR THE GIFTED/TALENTED PUPIL

NAME:			CLASS TEACHER:		Date:
AREAS OF ABILITY:			EVIDENCE:		
TYPE OF PROVISION			ORGANISATION OF PROVISION		
CHALLENGE TARGETS	ACTIVITIES	DATE OF REVIEW	BY WHOM	REVIEW COMMENTS	DATE ACHIEVED
REVIEW AND MONITORING ARRANGEMENTS:					
Pupil Voice:					
SIGNED	A,G&T Co-ordinator:			Date:	

Copies of form given to Child's Class Teacher and Parents

**Appendix 8 - More Able Child Record for Singing and Instrumentalists and General Music Ability**

Year Group:

Term	Date	More Able Singers	More Able Instrumentalists	More Able General Music Ability
Autumn	September			
Spring	January			
Summer	April			

**Appendix 9 - More Able Child Record for Multi Skills, Swimming and Tennis**



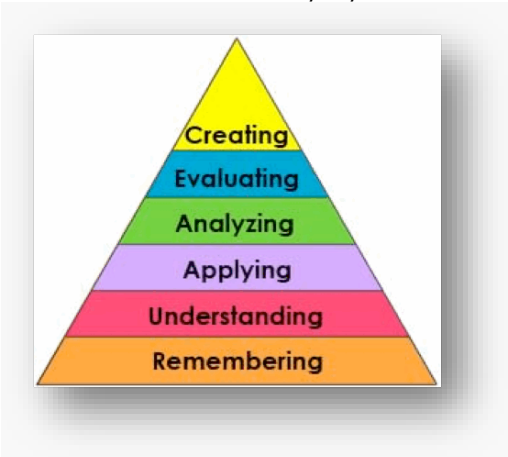
Term	Date	Multi Skills Enrichment Games	Swimming Swim Squad	Tennis
Autumn				
Spring				
Summer				

## Appendix 10a- BLOOMS TAXONOMY OF THINKING

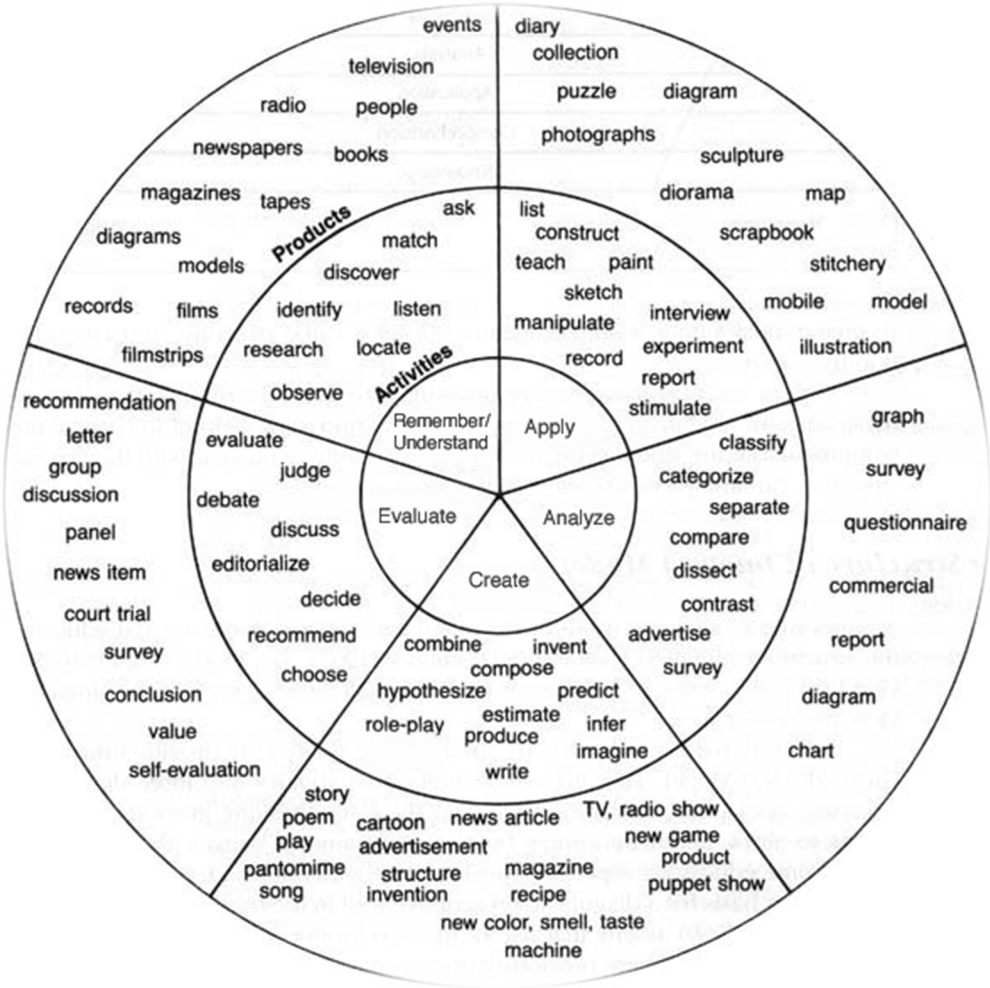
Category	Potential activities and products	Key Questions
<b>KNOWLEDGE</b> <b>Tell</b> , list, describe, relate, locate, write, find, state, name, remember, define, recite, what.	Workbook pages. Quiz. Test. Exam. Vocabulary. Facts in isolation	
<b>COMPREHENSION</b> <b>Show</b> , give example, explain, summarise, translate, predict, discuss, outline, show symbols.	Drawing. Diagram. Response to question. Revision.	
<b>APPLICATION</b> <b>Demonstrate</b> , solve, show, use, illustrate, calculate, construct, complete, examine, classify.	Recipe. Model. Artwork. Crafts. Demonstration	
<b>ANALYSIS</b> <b>Investigate</b> , analyse, examine, compare, contrast, identify, explain, separate, advertise, solve.	Survey. Questionnaire. Plan. Solution. Report. Prospectus.	
<b>SYNTHESIS</b> <b>Design</b> , compose, invent, create, hypothesis, construct, forecast, imagine, plan, improve, devise	Lesson Plan. Song. Poem. Story. Ad. Invention. Transferability of skills / knowledge	
<b>EVALUATION</b> <b>Viewpoint</b> , judge, evaluate, give an opinion, recommend, critique, select, choose, justify, recommend.	Decision  Rating / Grades Editorial Debate Critique Defence / Verdict	

Knowledge, comprehension and Apply are the foundation blocks for thinking and Analysis, Synthesis and Evaluation are the higher order thinking skills

Blooms Taxonomy Pyramid



Blooms Taxonomy Wheel



## Appendix 11a - TASC Wheel – Record Sheet

Year Group:

Class:

Date:

Learning Area:

Investigation:

TASC Section	Possible Questions	Notes
1. GATHER/ ORGANISE  What do I know about this?	What do we already know about this? Who can say something about this?	
2. IDENTIFY  What is the task?	What must we do? What are we trying to do? What do we need to do this? Why can't we do this?	
3. GENERATE  How many ideas can we think of?	Let's all think about this. How many ways can we do this? Who can we ask to help us? Where can we find out?	
4. DECIDE  Which is the best idea?	Which is the best way? What should we do first? Why should we do it this way? What will happen if we do this?	
5. IMPLEMENT  Let's try this	Is this working? Should we change this? What do we do next? Is our plan working?	
6. EVALUATE  How well did I do?	Have we done it properly? Have we done it well? How could we do this better? Are we pleased with this?	
7. COMMUNICATE  Let's tell someone	Who can we tell about this? How can we show other people? How can we explain? How can we make it interesting?	
8. LEARN FROM EXPERIENCE  What have I learned?	What have we learned to do? How else can we use this ? How do we feel now? What are we proud of	

## Appendix 11b - TASC Wheel – Assessment Opportunities

The TASC wheel can be used to help assess pupils' problem-solving ability

Year Group:              Class:              Date:              Assessment of :Child/Children/Class

Learning Area:                              Investigation:

TASC Section	Assessment prompts:	Notes
1. GATHER/ ORGANISE  What do I know about this?	Does the pupil show: <ul style="list-style-type: none"><li>• a wide knowledge of the topic?</li><li>• recall of extended information?</li><li>• a sound understanding of advanced concepts?</li><li>• the ability to organise data?</li></ul>	
2. IDENTIFY  What is the task?	Can the pupil: <ul style="list-style-type: none"><li>• demonstrate full understanding of the tasks set?</li><li>• explain the task fully?</li><li>• work to advanced/high –level objectives?</li><li>• identify missing detail or knowledge?</li></ul>	
3. GENERATE  How many ideas can we think of?	Can the pupil: <ul style="list-style-type: none"><li>• suggest alternative methods?</li><li>• collect and organise a variety of evidence?</li><li>• see different perspectives?</li><li>• find new ways of accomplishing tasks?</li></ul>	
4. DECIDE  Which is the best idea?	Can the pupil: <ul style="list-style-type: none"><li>• see the consequences of decisions made?</li><li>• use evidence effectively?</li><li>• select key ideas?</li><li>• plan efficiently?</li></ul>	



<p>5. IMPLEMENT</p> <p>Let's try this</p>	<p>Can the pupil:</p> <ul style="list-style-type: none"> <li>• carry out a plan efficiently?</li> <li>• monitor and analyse progress?</li> <li>• change direction when necessary?</li> <li>• see the next steps clearly?</li> </ul>	
<p>6. EVALUATE</p> <p>How well did I do?</p>	<p>Can the pupil:</p> <ul style="list-style-type: none"> <li>• evaluate against criteria?</li> <li>• see ways to improve work?</li> <li>• carry out improvements?</li> <li>• reflect on the quality of the task?</li> </ul>	
<p>7. COMMUNICATE</p> <p>Let's tell someone</p>	<p>Can the pupil:</p> <ul style="list-style-type: none"> <li>• explain clearly to others?</li> <li>• share what is known?</li> <li>• select relevant information?</li> <li>• present in different modes?</li> </ul>	
<p>8. LEARN FROM EXPERIENCE</p> <p>What have I learned?</p>	<p>Can the pupil:</p> <ul style="list-style-type: none"> <li>• reflect on and learn from experience?</li> <li>• transfer skills and knowledge?</li> <li>• retain new knowledge?</li> <li>• articulate new skills?</li> </ul>	

## Appendix 11c - Early Years TASC planning sheet

Class:

Teacher:

TASC	Date: Focus Area:	Time needed:	Cross-curricular links
	Learning Objective:	Development Matters Areas	
Gather and Organise: What do I already know about this?		What do I already know about this? Make links and group ideas together. Maybe organise information as a mind map.	Vocabulary
Identify: What is the task?  Negotiate success criteria		What are we trying to do? What are our success criteria? How will we know if we've done a good job? What do we need to do this?	Differentiation
Generate: How many ideas can I think of?		How many ways can we do this? Who can we ask to help us? Where can we find out? Let's all think about this.	Support
Decide: Which is the best idea?		Which is the best way? What should we do first? Why should we do it this way? What will happen if we do this?	Resources
Implement: Let's do it!		Is our planning working? Should we change anything? What do we do next?	
Evaluate: How well did I do?		Are we pleased with this? Have we done it well? Have we achieved our success criteria? How could we do it better?	
Communicate: Let's tell someone!		Who can we tell about this?	Key Assessment

	How can we show other people? How can we explain? How can we make it interesting?	
Learn from experience: What have I learned?	What have we learned to do? How else can we use this? How do we feel now? What are we proud of?	
Next Steps:	Where will this lead our learning to now?	

## **Appendix 12 - PARTICULAR POINTS FOR TEACHERS OF ABLE INFANT CHILDREN**

- The able infant who has received rich and full attention at home, may find some difficulty in accepting one of a largish group.
- All means should be used to get as accurate an assessment as possible of the children's attainments as they start school – to give appropriate starting-points.
- Listening carefully, but critically, to the evidence from parents, health visitors and other sources can help in this assessment.
- Precocious behaviour and learning is often an indication of high ability but we need to be very wary about using evidence negatively as some very able children do not talk and / or walk until later than average.
- Many spot the direction of a story well ahead of peers.
- There is quite frequently a desire to keep company with older children.
- Able young infants do sometimes worry about the "great questions of the day" ahead of their capacity to cope with the resultant worries.
- Detailed drawings are recognised as an indication of ability by many people.
- Pattern-making and precision in positioning toys are amongst features of very young able mathematicians.
- However able a young child is, it is very important to remember the chronological age also for emotional and pastoral reasons.
- If an able infant has problems with handwriting or presentation look to improve the position with a balanced, sympathetic approach which first recognises the achievements of the child.
- Literacy and Numeracy developments need careful review to make sure that able infants are not sacrificed to the wish to raise general standards.
- The capacity to create imaginative stories may run ahead of writing fluency and therefore verbal recording may well be helpful.
- Able infants are well capable of working with codes and logical thought problems providing that the context is appropriate and the amount of information not too great.
- Allow space for the children to develop investigations and tasks in directions of their own choice.
- Games are enjoyed by most children – look for creative changes in rules.
- Books which encourage different levels of response are vital in developing individuality.
- Even where young readers have high technical ability, try to use stories where the emotions and context are within the experience of the child.
- As with able people of all ages, meeting others of like mind is a basic need.
- Infants are more dependent on adults for providing challenge and opportunities than are older children.

(Barry Teare)