

# Presdales School



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| <b>Title</b>                                | PUPILS WITH MARKED APTITUDES/<br>GIFTED BEHAVIOURS POLICY |
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| <b>Committee Responsible</b>                | Achievement and Curriculum Committee                      |
| <b>Governor Link</b>                        | -   |
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## Enquiries & comments

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## **Pupils With Marked Aptitudes/Gifted Behaviours Policy**

### **1. Rationale**

This school aims to provide an environment which encourages all pupils to maximise their potential and to provide teaching which makes learning challenging and enjoyable. In the light of these aims we need to ensure that we make provision to develop and meet the needs of pupils who display marked aptitudes/gifted behaviours. We intend for such qualities to be recognised, valued and celebrated. It is also important that the school policy is inclusive and that its impact affects teaching and learning for all staff and pupils. Therefore the learning of **all** pupils is enriched through different types of provision. Enrichment is embedded in classroom provision (type 1) and also provided through access to other experiences and resources outside of the classroom (type 2 and type 3). These varieties of teaching and learning approaches ensure that pupils have a clear opportunity to demonstrate learning strengths. Therefore, the different types of provision both identify and harness gifted behaviours in order to foster talent.

### **2. Definitions**

We believe a pupil with marked aptitudes/gifted behaviours is one who demonstrates a significantly higher level of ability than most pupils of the same age in one or more curriculum areas (according to their individual policy) or one of the following:

- creative thinking *e.g. flair, originality*
- critical thinking *e.g. reasoning, problem-solving*
- interpersonal skills *e.g. managing relationships with others*
- intrapersonal skills *e.g. understanding themselves, self-management*
- leadership

It is worth remembering that only a minority of highly able and gifted pupils are good all-rounders, many others may initially go unrecognised because they are:

- high achievers in one area
- of high ability but with low motivation
- of good verbal ability but poor writing skills
- very able with short attention span
- very able with poor social skills
- keen to disguise their abilities

### **3. Identification**

Pupils with marked aptitudes/gifted behaviours will be identified through liaison with feeder Primary Schools on intake and then through teacher assessment and judgement. This will involve a variety of methods including:

- analysis of information from Primary School
- discussion of pupils with colleagues
- discussion with the child
- consultation with parents / guardians
- ongoing assessment using open-ended / differentiated tasks
- careful record-keeping
- use of CAT scores and other formal testing if appropriate

Each Department includes their own agreed subject check-list in their individual departmental policy for able pupils.

A register of pupils with gifted behaviours exists as part of the SIMS database, the maintenance of which is overseen by the Learning Enrichment Co-ordinator. All teaching staff are responsible for the identification of pupils with marked aptitudes/gifted behaviours and must keep student profiles updated and accurate on SIMS.

The school aims through its policy for pupils with marked aptitudes/gifted behaviours to provide:

- early identification and on-going monitoring
- appropriately differentiated education
- appropriately differentiated teaching
- work at higher cognitive levels
- opportunities to develop specific skills or talents
- a concern for the whole child - emotional, social, spiritual, physical and intellectual.

#### **4. In the Classroom**

**It is the teacher's responsibility to differentiate their teaching strategies and learning materials to ensure all pupils achieve their potential.**

Our provision ensures that **all** pupils are provided with the opportunity to be challenged within lessons as curriculum areas deem appropriate. This includes the embedding of classroom strategies for challenge, such as:

- Bloom's taxonomy to encourage Higher Order Thinking see <http://www.teachers.ash.org.au/researchskills/Dalton.htm>
- Critical Thinking see <http://academic.udayton.edu/legaled/CTSkills/CTskills01.htm>
- Thinking Skills e.g. Thinking Skills strategy in KS3 see <http://www.teachingexpertise.com/articles/developing-thinking-skills-4079>
- TASC see [http://www.nace.co.uk/tasc/tasc\\_home.htm](http://www.nace.co.uk/tasc/tasc_home.htm)
- Independent learning see [http://www.brookes.ac.uk/services/ocsd/2\\_learntch/independent.html](http://www.brookes.ac.uk/services/ocsd/2_learntch/independent.html)
- PLTS see <http://curriculum.qca.org.uk/key-stages-3-and-4/skills/plts/index.aspx>

We understand the importance of establishing the prior knowledge, understanding and skills pupils may already have in order to avoid unnecessary repetition of work which can be demotivating.

#### **Throughout the school we aim to:**

- create an atmosphere where it is 'OK to be bright'.
- encourage pupils to recognise and accept opportunities offered for enrichment and development.
- encourage all pupils to become independent learners through the use of the library and appropriate IT resources.
- make overall curriculum provision which will provide challenge, breadth and depth to able pupils
- use school ability groupings and setting arrangements flexibly but rigorously to ensure that pupils are placed correctly in all subject areas
- use the school reporting system to monitor progress, give feedback and set targets for the most able, to promote maximum independence for learners using self-assessment

- be aware of the effects of ethnicity, bi-lingualism, gender and social circumstances on learning and high achievement
- recognise achievement (teacher praise, reports, teacher/parent contact, commendations for merit marks etc., celebrating achievement, staff news board)
- encourage parent/school partnerships in this as in all areas of a pupil's education
- monitor the quality of teaching and learning and standards achieved
- use advice and support from external specialists
- awareness of developments in this field by subscription to relevant organisations and dissemination of relevant material to staff

## 5. Extra-curricular Enrichment opportunities

In general the school provides an enriched environment with many extra-curricular activities, foreign visits and subject specific intensive days e.g. Year 12 Languages Cultural Day. As a result teachers are able to work, react and interact with pupils outside of the classroom. This further allows for the identification of gifted behaviours where pupils may particularly stand out.

All pupils are given an opportunity to participate. However, we aim to provide specific activities intended to motivate and develop the potential of pupils with certain areas of proficiency. For example:

- participation in Herts county enrichment opportunities
- participation in local, residential, field and study/exchange trips
- pupil opportunities to serve on groups, committees, public speaking
- develop social skills of all pupils wherever possible
- participation in competitions
- the Presdales School Talent and Songwriting competition
- the use of outside agencies for training and provision
- pupil participation in local organisations as members
- parents/child to join National Association for Gifted Children / Young Explorers
- opportunities to participate in special courses during the holidays/at weekends
- opportunities to collaborate with gifted students from other schools

## 6. Responsibilities

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| a) Governors   | Monitor the policy  |
| b) Headmistress                                      | Learning Enrichment Co-ordinator line manager   |
| c) Learning Enrichment Co-ordinator                  | To maintain policy, be responsible for administration and communicate between staff, parents and pupils. Chair of Learning Enrichment Meetings.   |
| d) Departments                                       | To produce a departmental policy, including subject checklist to help identify able pupils in their subject. To compile a register of able/gifted pupils in their subject area. To nominate a representative to attend Learning Enrichment Meetings to provide specific extension activities, particularly to schemes of work and available to students via the school website. |
| e) Heads of Department (departmental representative) | To take responsibility for administration of the gifted and or Talented Alert book whereby, at the time of any year group's Main Report, the performance of students designated Gifted or Talented in a subject is monitored. Responsibility for intervention should a student be underperforming lies with the department.   |

f) Heads of Year

To monitor pupils' behaviour and attitude. Alert Learning Enrichment Co-ordinator and Form Tutors if there is a problem.