



FARLINGTON

Discover | Believe | Achieve

GIFTED AND TALENTED POLICY

The Gifted and Talented Policy applies to the whole School including the Early Years Foundation Stage.

Farlington School aims to provide for the individual needs of all pupils. We recognise that some of our pupils may be categorised as gifted in the sense of possessing exceptional ability in academic work or talented in certain specific areas, such as music, sport, drama or art.

The needs of these gifted students must be recognised and met. Strategies for identification and support are in place, overseen by AG&T coordinators in senior and prep.

Farlington will provide for pupils requiring enrichment and support in order to achieve their full potential and to raise their expectations and aspirations by developing their:

- Ability to learn
- Range of knowledge
- Creativity
- Intellectual curiosity
- Specific talents

A variety of processes will enable individual gifted pupils to be identified.

The curriculum will take into account the needs of gifted pupils through differentiation, extension and enrichment work, acceleration whilst making use of all available expertise.

Vive lectures are run throughout the year to provide opportunities to enhance and expand pupils' knowledge and learning as part of our exciting enrichment programme. These are aimed mainly at senior school aged pupils.

The pastoral needs of gifted pupils will be recognised and supported by the School through the Tutor and Class Teacher systems.

Identification of gifted pupils

A variety of methods will be used and as each may have its limitations Farlington will endeavour to be flexible in its approach to the identification of these pupils.

The school will take advantage of information from a variety of sources including:

- Teacher recommendation
- Parents
- Peers
- Previous Prep or Primary School

- Formal Testing data such as PIPS & MiDYIS
- Records of previous National Curriculum results and Teacher Assessments
- Ability in games such as chess
- Team activities
- Checklist of characteristics of gifted pupils (see Appendix 1)
- Subject specific checklists used by departments
- Pupils' own achievements within a differentiated curriculum

Curriculum

The curriculum at Farlington will be one of opportunity for all pupils. The long-term aim is for programmes of study to have opportunities for enrichment and extension built into them that will be regularly reviewed and revised as appropriate. Curriculum planning will incorporate the following principles:

- Differentiation by outcome, allowing different levels of responses to the same initial stimulus
- Differentiation by task, this may be varied both in terms of style and content, some materials being for the most able pupils only
- Differentiation by pace: able students are likely to proceed at greater speed.

We are committed to producing enrichment and extension materials which:

- Allow individuality of response
- Encourage creativity and imagination
- Satisfy development rather than chronological age
- Stress process rather than content
- Encourage higher quality thinking/use higher skills (see Case initiative in Science Dept)
- Open up further opportunities for research
- Involve problem solving and decision making
- Develop abstract thinking

Differentiated homework will be made available to include open-ended tasks.

Farlington undertakes to use as wide an expertise as possible when providing for gifted and talented pupils. This expertise may come from:

- Involvement with national schemes such as the National Association for Gifted Children
- Shared ventures with other schools
- Special events with outside speakers and experts
- University links
- Workshops e.g. Music Skills Workshop
- Developing leadership skills and communication in peer group mentoring
- Summer schools and master classes
- Accelerated learning programmes e.g. taking a GCSE or A Level early
- A resource base of extension and enrichment materials will be developed
- Through IAPS District AG&T annual meetings.
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Pastoral

Gifted and talented pupils will be encouraged to integrate as fully as possible into the life of the school. We recognise that they will need to work with others of similar ability on some occasions. Giftedness may cause some pupils issues and staff are made aware that some pupils may exhibit challenging behaviour because of frustration, impatience or self-consciousness. Social and emotional growth may not keep up with intellectual

growth that may be way ahead of chronological age. This may be a factor that affects social integration. Some gifted pupils may become isolated and loners. Peer pressure may be instrumental in causing them to underachieve. Praise may not be given by teachers as readily to a gifted child as expectations are so high. Some gifted pupils will appear different to their peers and teachers must be aware of this. Please see Appendix 2 "Positive and negative characteristics of gifted pupils".

Implementation

The Gifted and Talented Pupil Co-ordinator in the Prep School and Senior School respectively will be responsible for co-ordinating the identification of gifted and talented pupils. Heads of Department will be responsible for the implementation of policy in their areas. The Gifted and Talented Co-ordinator will liaise with them regularly on an individual basis and collectively at forums such as HoDs, curriculum and pastoral committee meetings in the Senior School and at regular staff meetings in the Prep School.

Monitoring the progress of gifted and talented pupils will be the responsibility of the Gifted and Talented Co-ordinator. They will keep a list of the names of gifted and talented pupils and this will be updated at regular intervals.

Some or all of these strategies will effect monitoring:

- Scrutiny of format and content of schemes of work
- Lesson plans
- Lesson observation
- Listening to pupils
- Scrutiny of pupils' work
- Talking to staff
- Audit of activities and extra experiences
- Analysis of examination and test results
- Staff development records and review documentation

Characteristics of gifted students – a general checklist

- Possesses extensive general knowledge
- Has a quick mastery and recall of information
- Has exceptional curiosity. Shows good insight into cause-effect relationships
- Asks many provocative searching questions
- Easily grasps underlying principles and needs the minimum of explanation
- Quickly makes generalisations
- Often sees unusual, rather than conventional relationships
- Listens to only part of the explanation
- Jumps stages in learning
- Leaps from the concrete to the abstract
- Is a keen and alert observer
- Sees greater significance in a story or a film etc
- When interested becomes absorbed for long periods
- Is persistent in seeking task completion
- Is more than usually interested in 'adult problems' such as religion, politics, etc
- Displays intellectual playfulness: fantasises, imagines, manipulates ideas
- Is concerned to adapt and improve institutions, objects, systems
- Has a keen sense of humour; sees humour in the unusual
- Appreciates verbal puns, cartoons, jokes, etc.
- Criticises constructively
- Is unwilling to accept authoritarian pronouncements without critical examination
- Mental speed faster than physical capabilities
- Prefers to talk rather than write
- Reluctant to practise skills already mastered
- Reads rapidly and retains what is read
- Has advanced understanding and use of language
- Shows sensitivity
- Shows empathy towards others
- Sees the problem quickly and takes the initiative

From 'Teaching Bright Pupils'. University of Nottingham

In addition to the above characteristics, gifted students may also display the following characteristics in certain subjects:

Maths

- See the formal structure of the problem
- Spot redundant or missing information
- Suggest plausible ideas for the solution of a novel type of problem
- Sees when a method is transferable to another topic
- Make jumps in reasoning
- Changes tack when a method fails while retaining its vital features
- Criticise inelegant solutions
- Retain former levels of competence with little revision

From 'Excellence in Cities – Gifted and Talented Children: Draft Guidance'

Science

- Demonstrate exceptional speed of thought e.g. rapid response to new ideas
- Show caution when accepting explanations for experimental evidence
- Suggest open investigation
- Recognise that there are alternative, often conflicting, ideas in science
- Show creativity in suggesting alternative solutions which draw upon a wide or specialist knowledge of the subject
- See links and relationships between data not spotted by others
- Produce responses that have involved superior reasoning and considerable mental effort

From 'Excellence in Cities – Gifted and Talented Children: Draft Guidance'

English

Reading

- Demonstrates a broad-based response to texts
- Pursue a wide range of texts independently
- See reading as part of a larger process – empathising, reflecting, interpreting, formulating opinions

Writing

- Imitate and manipulate voice, style and genre
- Transfer skills learnt in one form or another
- Generalise, moving easily away from what is immediate and concrete
- Tailor writing to even the most ill-defined or difficult of audiences
- Use varied syntax and extended vocabulary
- Write with originality

Speaking and Listening

- Anticipate an response to oppositional arguments
- Use language with originality
- Identify key points and follow logical arguments when listening
- Reinterpret written material for talk which engages its audience

From 'Excellence in Cities – Gifted and Talented Children: Draft Guidance'

Possible negative characteristics of gifted students – a checklist

- Anti-school
- Orally good while written work poor
- Apparently bored
- Restless and inattentive
- Absorbed in private world
- Tactless and impatient with slower minds
- Friendly only with older pupils
- Self-critical
- Poor social relations with peers and teachers
- Emotionally unstable
- Outwardly self-sufficient

From 'Teaching Bright Pupils'. University of Nottingham