

Kingsfleet Primary School

Be the best you can be!

Challenge for All Policy

Introduction

At Kingsfleet we aim to provide a curriculum that is appropriate to the needs and abilities of **all our** children. We plan our teaching so that we can enable each child to maximise their potential and this includes those children who display some form of giftedness. This policy helps to ensure that we recognise and support the needs of those children in the school who have been identified as 'able', 'gifted' and 'talented' according to national guidelines.

In our mission statement at Kingsfleet our aim is to provide the highest possible standard of education in a stimulating, safe, caring and supportive atmosphere. We encourage children to make positive lifestyle choices regarding their health and well-being.

We value greatly the input of parents and carers and aim to work closely with them. The aims of our school make specific reference to teaching and learning that takes into account the needs of **all our** children. They also identify the commitment to giving our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for all of our children, including our more able and very able children.

Aims and Objectives

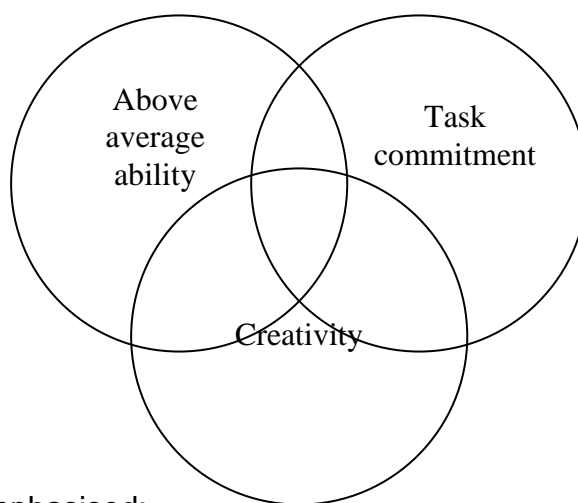
Through this policy we aim to:

- Ensure that we recognise and support the needs of all our pupils;
- Enable pupils to develop to their full potential;
- Offer pupils opportunities to take ownership of their own learning;
- Ensure that we challenge and extend the children through the work set;
- Be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievement.

Definition of Able, Gifted and Talented

There are many definitions of 'gifted' and 'talented'. 'Excellence in Cities' (EiC) guidance suggests:

- 'Gifted' learners are those who have abilities in one or more subjects in the statutory curriculum other than art and design, music and physical education;
- 'Talented' learners are those who have abilities in art and design, music and physical education or performing art such as dance and drama. Other definitions of giftedness, such as those proposed by Joseph Renzulli and Howard Gardner, will also inform our work at Kingsfleet.
- Renzulli (1978) proposed that for a child to be 'gifted' there needs to be an interaction between three human traits. These are shown on the diagram below.



Renzulli emphasised:

'Gifted children are those possessing, or capable of developing, this composite set of traits and applying them to any potentially valuable area of human performance.'

- Suffolk LEA uses the term 'gifted' to recognise those pupils who display high level of intelligence under the following headings based on the work of Professor Howard Gardner:
 - Linguistic intelligence
 - Logical – mathematical intelligence
 - Visual – spatial intelligence
 - Kinaesthetic intelligence
 - Musical intelligence
 - Interpersonal intelligence
 - Intrapersonal intelligence
 - Naturalist intelligence

(For the definitions of these intelligences see 'Meeting the needs of gifted pupils in Suffolk').

It is important to remember that the term 'gifted' and 'talented' is not to be understood as referring to the most able children in the national population. The term should be seen as relative and refers to the top 5% to 10% of our school. We should also remember that pupils who are 'gifted' and 'talented' do not always show their ability. Such pupils remain 'gifted' and 'talented' even though their abilities may be hidden.

Identification

Gifted and talented pupils are identified using a variety of methods including:

- Teacher nomination
- Assessment, including
- Observations, formative assessment, end of unit assessments, reading scores, specific assessments, e.g. SAT's
- Pupil interviews
- Analysis of school data
- Parental nomination
- Nomination by a specialist teacher or outside agencies

(The last two would normally feed their information through the child's class teacher who would use this to complete a pupil profile form).

A register of able, gifted and talented pupils is kept by the Able, Gifted and Talented Lead Teacher.

Provision

Kingsfleet School provides for all our pupils, including able, gifted and talented pupils by:

- Ensuring that the staff are supported in the identification of and support of able, gifted and talented pupils;
- Maintaining an ethos where it is 'OK' to be good at things;
- Celebrating achievement both in class and in assemblies;
- Providing opportunities for pupils to perform to others;
- Providing a range of extra-curricular activities and clubs;
- Using the following approaches to meet the curricular needs of able, gifted and talented pupils
- Acceleration – where appropriate, identified pupils will be given work beyond the normal range of the class to better match their ability;
- Enrichment – the school is working to develop a broader, more creative, cohesive curriculum with the aim of providing an element of challenge, activities matched to different styles,
- Extension – where appropriate, the most able pupils are grouped for certain activities to encourage them to develop more sophisticated thinking and reasoning skills.

The curriculum

When planning from schemes of work, process, not content, should be given greater emphasis. It is important that in planning, extension and enrichment activities are thought through or that children are involved in investigating activities that they suggest as avenues to explore.

The curriculum needs to be flexible so that the children can move on. Sometimes children may not need as much skill and consolidation as others. A quality of provision for **all** children will benefit these children in such areas as problem solving, decision making, information processing, following instructions, communication, role-play, empathy, open-ended situations, word play and imaginative and creative work.

At Kingsfleet we are continually motivated to increase the number of opportunities that our pupils have to develop these skills, as in the use of tools for developing thinking skills such as Edward De Bono's thinking hats and mind maps. As well as this, we aim to use a range of higher order questions in our teaching and give the children time to respond, as quality answers often require more time for a considered response.

Useful teaching strategies

The role of the teacher is to guide, encourage and challenge

- Stressing skills-based learning will be more productive than content or knowledge based learning;
- Have high expectations;
- Time gained by these children should be used to give greater depth rather than more of the same;
- Enrichment suggestions exist in many schemes of work and in resource books;
- Create more open-ended suggestions for extensions;
- Encourage children to be more responsible for their own learning;
- Question and answer techniques should provide for higher order thinking;
- Use of thinking skills tools such as thinking hats;
- Philosophy lessons
- With worksheets, allow pupils to skip through some examples where they clearly exhibit good understanding and move on to the more challenging ones.

Materials and resources

We are gradually building up resources for our able, gifted and talented pupils. Subject leaders are responsible for purchasing resources and will keep the Able, Gifted and Talented co-ordinators aware of any purchases so that they are kept up-to-date list of available resources. With the support of the A, G&T Co-ordinators and class teachers, subject leaders will regularly review available teaching materials to ensure that they meet the needs of the pupils and provide appropriate challenge.

Transfer

At Kingsfleet, we ensure that all relevant information is passed on between **all** year groups as children transfer from class to class, informing new class teachers of children's progress, strengths and areas for development. When children transfer to another school, including High School, certain information is critical in order to ease their transfer into their new school and this is always passed on.

Co-ordination and monitoring

The co-ordinators' role includes:

- Ensuring that the able, gifted and talented register is up-to-date;
- Supporting staff in the identification of able, gifted and talented pupils;
- Monitoring teaching and learning and the planning provision that underpins these processes;
- Providing advice and support to staff on teaching and learning strategies for able, gifted and talented pupils;
- Liaising with governors and LA advisors on issues related to able, gifted and talented pupils;
- Updating this policy in conjunction with the Head teacher.

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