

Junior School

Gifted and Talented Policy

Policy for supporting the Gifted and Talented Pupil at Putney High Junior School

1) Definition

Students may be Talented when they have particular ability in Art, Music, PE or any sport or creative art. Gifted students have particular ability in any other curriculum subject. Research suggests that in a comprehensive school with a full ability range it might be expected that 2% of pupils would be 'gifted' and 10% 'very able'. It also suggests that these figures can be misleading, as most gifted and very able children possess their exceptional talents in only one or a few curriculum areas. It is therefore possible for anything up to 30% of pupils to come into this category when all subjects are considered.

At Putney, we believe that all our girls are highly able and the majority could be described as gifted or talented at some stage in their school career in academic, sporting, musical and artistic fields. We aim to support each pupil during her time here.

It is accepted that a definition for Gifted pupils has to be fluid and each child is judged on an individual and unique basis. Pupils who demonstrate ability, curiosity, understanding or potential to operate at a level significantly higher than her peer group can be considered as Putney Gifted. Children may be considered talented who demonstrate an outstanding ability in a specific area e.g. music, arts, sport, leadership, etc., rather than overall outstanding ability.

2) Aims and objectives

We aim to:

- enable pupils to maximise their potential within and outside the curriculum
- ensure that there is a shared purpose with regard to our Gifted and Talented pupils and a consistent approach across the school which promotes good practice, flexible and independent learning
- ensure that staff use a range of teaching styles which include; higher level thinking skills, differentiated learning activities, extension tasks that challenge gifted and talented pupils
- create an atmosphere that encourages excellence and is accepting of difference
- give guidance on the procedures followed at PHS in the identification of these pupils.
- identify external services who can assist with materials and ideas that will target and challenge gifted and talented pupils.

3) Identification

- It is the whole school's responsibility to identify and support gifted and talented students. The criteria should be multiple and flexible. A mix of formal and informal assessment, which is inclusive in approach, will provide every pupil with an opportunity to show what they are capable of achieving. Identification is an on-going process.
- Girls are identified using two different criteria: external tests (InCAS and PIPs) and on recommendations from members of staff based on their on-going assessment of girls' progress.
- Every year each year from Y1-Y5 takes a summative test (InCAS) which provides a mean standardised score. Girls who score above 145 will be included in the Putney Gifted Register. Girls scoring between 140 and 145 will be identified to staff as potential candidates for the register.
- YR take two summative tests (BASE) and Y3 and Y6 complete one (PIPs) which provide a mean standardised score. Girls who score above 75 will be included in the Putney Gifted

Register. Girls scoring between 70 and 75 will be identified to staff as potential candidates for the register.

- If staff consider that a pupil should be included in the Putney Gifted Register based on their on-going assessment, discussion should be held with the Gifted and Talented coordinator regarding evidence supporting this. If agreed, the girl will be added to the register.
- Putney Gifted girls are identified on the Pupil Information Sheet saved in the Teacher Planning folder and in Class Folders.
- At the primary/secondary transition stage girls who are gifted / talented are noted and the information is passed to the form tutor and the Head of Year.
- We formally identify girls as Gifted and Talented to staff but we do not notify parents. This is to avoid potential demotivation; the list is confidential and should not be discussed with girls.
- Any concerns about support of Gifted and Talented girls should be passed to the Gifted and Talented coordinator in writing.
- The Gifted and Talented coordinator will also work with the Head of the Junior School, the Deputy Head Academic of the Junior School and the Senior School Gifted and Talented coordinator to promote the Gifted and Talented programme.

4) Provision

Provision for Gifted and Talented pupils is an integral part of daily life rather than an add-on. In every subject area teachers plan and create differentiated activities, challenge and feedback;

Differentiation in lessons:

Teachers have a key role in determining both the curriculum offered as well as the actual classroom approach/tasks within their subject. The teacher is the most important support to the pupil and Schemes of Work should provide differentiated tasks and opportunities for a mix of broadening (stretch), extra depth (challenge) and moving ahead in the curriculum (acceleration). In planning, challenge activities for the gifted and talented pupils are identified. Ability groups are also in the Class Folder to show those who are Putney Gifted pupils.

Mini-PIE (Putney Ideas Exchange)

Parents and friends of PHS are encouraged to talk to the pupils about a career or an area of interest. The aim of these talks is to create an advanced learning opportunity that excites, engages and challenges the pupils. Mini-PIE talks will allow the girls to see a wealth of opportunities they have before them and excite them to push their knowledge beyond the school curriculum.

Independent Thinking

At Putney High School, independent thinking is a focus. We view independent thinkers as students who have the skills to learn and explore new concepts without being afraid to judge for themselves. They can plan, research and critically evaluate, using reasoned arguments to support conclusions. They think creatively, making original connections, challenging conventions and generating ideas. They consider alternative solutions to problems, and are willing to take risks. Above all, they are self-reliant, only seeking help when necessary.

Every half term one of the following thinking habits are highlighted: Independence, Challenge (Risk Taking), Resilience, Collaboration, Imagination and Responsibility.

Thinking and Learning Skills

As part of the Opening Minds curriculum, the Junior School follows the programme by CJ Simister. Integrated thinking and learning skills also occurs in the curriculum and across other lessons. Gifted and talented pupils should have many independent thinking opportunities within lessons as possible. Some examples of these are; challenges; the use of iPads in Y4, 5 and 6 and independent learning projects.

Cross-curricular links and Extra-curricular opportunities

There are many activities for gifted pupils in the Junior School (see above provision). Putney High Junior School offers many activities where talented pupils can extend and build upon their talents. For example, Junior School Carols, BBC Songs of Praise, netball, gymnastics and swimming competitions both locally and nationally and art clubs and competitions, Royal Geographic Society competition, History Project Prize, Imagination Week Project, Primary Mathematics Challenge, Maths in Motion, Royal College of Art Competition, LAMDA (Y5), Debating (Y6), Music examinations, ESB examinations (Y2 and Y4), GDST Science Day, Y6 Goblin Cars engineering project.

Subject-specific activities

Each subject leader has identified additional activities that take place, which challenge and target gifted and talented pupils.

Please see the table below.

	Subject	Activity	Age Group	Frequency	How this develops G&T
GIFTED	English	Library Club	Y1-6	Every week	A break time club that gives pupils the opportunity to read widely and to borrow from the library.
		Y4 Library committee	Y4	Every week, rota for 2 nd weekly activity	Pupils apply for a place on this committee, on which they take responsibility for some of the roles in running the library, give library information in assembly and aid younger girls with library borrowing.
		Speaking and Listening festival	YR-6	Annually	All pupils enter this speaking and listening festival. Excellent examples of spoken presentations are shared with the whole school in a festival assembly, to which the Junior School governor is invited. Girls are also selected to perform at Celebrating Success.
		Competitions (both internal and external)	YR-6	As these arise, usually 2 per year (Scholastic Book Fair competition plus one other)	Competitions are regularly run in order to allow all pupils in the school an opportunity to enter independent work in many areas. Previous competitions include: Creative Writing GDST-wide, book reviews for the library, design a poster to advertise the library. Entered work is in often displayed celebration of girls' achievement.
		ESB and Debating exams	Y2, Y4, Y6	Annually (Y6 Spring Term, Y2 and Y4 Summer Term)	Every pupil prepares a poetry reading and a presentation of interest to present to their class (linked with the Speaking and Listening Festival) as part of the class curriculum. All pupils are offered the opportunity to enter their presentations and poems into an external exam.
		LAMDA	Y5	Weekly	Pupils learn pieces to perform for examinations
	Mathematics	Maths Day	YR-Y6	biannually	All pupils take part in focused mathematical activities designed to be inclusive and to stretch the thinking and application of all girls Mathematics. Previous foci have been problem solving (The Puzzle Company) and using and applying (Enigma machine activities).
		Mathletics	YR-Y6	On going	All pupils have access to Mathletics. Teachers can set individualized activities depending on strengths and weaknesses. All girls are part of a world-wide network on which they can compete against each other to develop their mental arithmetic. Able girls can access material that is a year ahead.
		Chess Club	Y3-6	Weekly	Chess is available to KS2 pupils and helps with problem-solving skills. Chess requires a mental workout, thinking ahead, planning, being systematic, and determining the outcomes of certain moves. Chess moves can't be memorized, so thinking skills and problem solving are used.
		Primary Mathematics Challenge	Y5-6	Spring Term	A competition which involves Y5 and 6 pupils only. The competition is in two parts. The first is an inclusive multiple choice test. The second is where the highest scoring children complete a harder paper.

	Science	Science Club	Y6	Weekly	This is organised and held in the Senior School. It provides Y6 pupils, who are interested in science, to experience extension activities that compliment and stretch their scientific learning.
		Science Fair	YR-Y6	biannually	Science Fair provides many opportunities for pupils to explore and develop their potential through a variety of investigational activities on a wide range of subjects.
		Gardening Club	Y4 continuing into Y5	Weekly	This club allows pupils, who are keen gardeners with an interest in wildlife take an active role in growing plants.
	ICT	Coding Club	Y3, Y4, Y5, Y6	Weekly	A lunch time club that gives pupils the opportunity to extend and enhance the skills learnt in ICT lessons and apply them to their own projects, passions and interests. It also gives girls an extra-curricular chance to explore educational websites outside of class time, in order to deepen their understanding of the wider world.
	History	Annual History Project	YR-6	Annually	Provides an opportunity for pupils who have a particular passion and talent at historical studies to produce some independent research.
	Geography	Assembly presentations			Provides pupils with opportunities to extend and deepen their interest in geographical studies and do independent research to present to an audience.
		Royal Geographic Society Competition	Y4-6	Annually	Girls complete entries for competition
		RE	Assembly presentations		
TALENTED	PE	Differentiated teams for all sports	Y4-6	Termly	Inclusive and differentiated Netball/ Gymnastics/ Swimming/ Tennis and Rounders teams benefit from regular fixtures and competition experience. Gymnastics/ Swimming and Tennis competition from years 3-6.
		Judo Club	YR-Y6	Weekly	A broader variety of clubs such as Judo are being offered to all girls. Opportunities to pass assessment to gain colored belts are available.
		Dance Clubs	Y4- 6	Weekly	Yr 4, 5 and 6 girls have the opportunity to broaden the activities further with the introduction of Street dance for those who want to take part. The external tutor also offers one to one lessons with those who have demonstrated a particular interest or talent.

	Athletics Club	Y5, 6	Weekly (Summer term)	Yr 5 and 6 girls are able to go off site to practice their Athletics events. More specific facilities are available to help the girls progress further with their technique.
	Running Club	Y6	Weekly	Yr 6 girls go off site to run around the local area. The girls can challenge themselves each week setting time and distance targets.
	Inter-house Sports	Y3-6	Termly	Every girl participates in Inter-house sport tournaments. It encourages friendly competition as well as developing leadership and sportsman ship. Working in mixed ability groups encourages the more able to assist and encourage others.
Music	Small choir	Y5, Y6	Various intensive periods depending on competitions	Provides extra performing & competition for those with a particular talent for singing.
	Orchestra	Y3, Y4, Y5, Y6	Weekly	Provides opportunities for all girls with interest in music from Grade 1 upwards and music is differentiated to provide challenge for the particularly talented girls.
	Super Strings	Y5/6	Weekly	Provides opportunity for talented string players to play together (NB these small ensembles depend on particular talents at a given time e.g. in the past this has been a brass ensemble)
	Informal Concerts	All Years	Termly	Provides informal performing opportunities for girls who enjoy their instrumental music .
	Valentine Music Festival	All Years	Annually	Provides an assessed performing opportunity for girls Grade 1 and higher
	Assembly performances	All Years	Daily	Provides informal performing opportunity for girls who are proud to show their level of accomplishment to the whole school
Art/Design	Art Club	Y1 – Y6	Weekly	Provides opportunities for talented pupils to work with an extended mix of media and 'Art Specialists'
	Art competitions including the RCA competition	YR-Y6	Annually	Provides opportunities for talented pupils to submit their artwork and to compete for this to be shared and publically displayed
	Whole School Art Projects	YR-Y6	Annually	Kat Hall works with pupils to design and make artwork to enhance our school environment.

5) Assessment

- Teacher observation and assessment through termly assessments of Reading, Writing and Mathematics
- PIPS and INCAS assessment results
- Observed performance during particular activities, e.g. Art, Music, P.E.
- Appropriate evidence from co-curricular activities

Putney Gifted Register

The Putney Gifted register is a working document which is constantly updated. At any time a pupil can be selected to join the register through the identification mentioned in 3) of this policy.

An overview of girls identified as Putney Gifted for the current academic year will be provided to staff to inform their planning and assessment of pupils.

The aim of the register is:

- To include results from PIPS and InCAS to identify potential but also achievement in Reading and Mathematics <http://www.cem.org/>
- To keep a record of pupils who have been identified as being gifted or talented
- To track Putney Gifted pupils academic progress from YR to Y6
- To share data with staff about gifted and talented pupils so that they may be challenged appropriately within lessons.

6) Monitoring of teaching and learning

The monitoring of teaching and learning in G&T is undertaken by the Head of the Junior School, Deputy Head of the Junior School (Academic) and the Junior School subject leader within the Junior School programme of monitoring. This involves lesson observations, work scrutiny and discussion with pupils about their learning and with the subject leader about the teaching.

A Junior School review takes place regularly and feedback is sought from all pupils, staff and parents. In response to this feedback, the G&T provision is reviewed by the subject leader for the Junior School, the Learning Enrichment/ SEND Coordinator, the Deputy Head (Academic) and the Head of the Junior School.

7) Spiritual, Moral, Social and Cultural Development

Spiritual – For each girl to achieve her full potential, developing her self-knowledge, self-esteem and self-confidence.

Moral – To give moral guidance to each girl; to encourage each girl to accept responsibility for their behavior and show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely.

Social – To ensure she has the skills required to respect other and interact in different social settings; to understand the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Cultural – To provide guidance, so that the girls are aware of and respect different cultures; further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.

8) Inset

Inset relating to gifted and talented will take place in school. The Gifted and Talented Leader can research and suggest any Inset training that could be incorporated into our Inset training days and this will be decided by the Head of the Junior School.

9) Resources

There is a resource bank of:

- Materials for staff and children to use
- Websites
- Mentoring
- Ideas and support
- Opportunities
- Independent thinking resources
- Philosophy resources

10) Staff responsibilities

Role of Gifted and Talented Leader

The role of the Gifted and Talented Leader is to disseminate information regarding policies and changes in Gifted and Talented policy. Inform staff of specific updates and information gained from courses. Attend appropriate Teaching and Learning meetings. Suggest resources, where necessary, for individual staff to help meet specific needs/ abilities of children in liaison with the Learning Enrichment/ SENDCo. Create and maintain an up-to-date G&T register.

Role of the Teachers

The role of the teacher is to ensure that in every lesson they have planned and delivered activities and opportunities to challenge the more able girls. Teachers have a responsibility to recommend pupils who they feel are showing gifted abilities and to maintain a dialogue with the G&T Leader about gifted pupils' progress.

11) Means and timeframe for review of policy

This policy will be reviewed each year by the subject leader in discussions with the Head of the Junior School and Deputy Head (Academic) to ensure that best practice is being maintained and that subject development is taking place as outlined in the subject leader action plan.

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