PUTNEY
HIGH SCHOOL
GDST
GIRLS' DAY SCHOOL TRUST

Junior School Gifted and Talented Policy

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Junior School Gifted and Talented Policy

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

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 pupils 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 their 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.

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.

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.
- Pupils are identified using two different criteria: external tests (GL Assessments) and on recommendations from members of staff based on their on-going assessment of pupils' progress.
- Each year group from Y1-Y5 takes a variety of standardised assessments which provide a mean standardised score. Pupils who score significantly higher than their peers will be included in the Putney Gifted Register.
- YR take a bespoke, baseline assessment. The Head of EYFS analyses these results and makes provisions within the curriculum as appropriate.
- 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 Head of Learning Enrichment and the Gifted and Talented coordinator regarding evidence supporting this. If agreed, the girl will be added to the register.
- Putney Gifted pupils are identified on the SQTL Sheet saved in the relevant assessment folder.
- At the primary/secondary transition stage pupils who are gifted / talented are noted and the information is passed to the form tutor and the Head of Year.
- We formally identify pupils 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 pupils.
- Any concerns about support of Gifted and Talented pupils should be passed to the Gifted and Talented coordinator in writing.
- The Gifted and Talented coordinator will also work with the Head of Learning Enrichment, 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.

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 for all and feedback opportunities

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.

Mini-PIE (Putney Ideas Exchange) / IGNITE Future Thinkers

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 pupils to see a wealth of opportunities they have before them and excite them to push their knowledge beyond the school curriculum.

Ignite programme / Entrepreneurial Thinking

At Putney High School, independent thinking is a focus. We view entrepreneurial 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.

Thinking and Learning Skills

The Junior School uses a range of resources such as the Thinking and Learning Skills programme by CJ Simister. Gifted and talented pupils should have many independent thinking opportunities within lessons as possible. Some examples of these are mastery level challenges; the use of iPads in Y3, 4, 5 and 6 and independent learning projects / open homework; the Ignite Programme.

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: termly music festivals and performances; netball, gymnastics and swimming competitions both locally and nationally; art clubs and competitions, including the Royal College of Art competition; Royal Geographic Society competition; the bi-annual History Project Prize; Primary Mathematics Challenge and Maths in Motion; LAMDA (Y5), Debating with Noisy Classroom including the Cicero Cup in Y6; ESB examinations (Y4 and

Y6); Poetry Festival in Y2; ABRSM music examinations; GDST Science Day at the Royal Institute;

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; please note, this is a live table and will be updated accordingly.

Assessment

- Teacher observation and assessment through half-termly assessments of Reading, Writing and Mathematics
- CAT4, PTE and PTM assessment results
- Observed performance during particular activities, e.g., Art, Music, and P.E.
- Appropriate evidence from co-curricular activities in school
- Appropriate evidence from activities undertaken outside school

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 section 3 of this policy.

An overview of pupils 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 Progress Tests in English (PTE) and mathematics (PTM) (GL Assessments), which identify potential but also achievement in reading and mathematics
- 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 in all areas of the curriculum.

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 Head of Learning Enrichment/ SEND Coordinator, the Deputy Head (Academic) and the Head of the Junior School.

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 others 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 pupils 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.

INSET

INSETs 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.

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

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 Head of 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 pupils. 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.

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.