



**King's School & Nursery**  
**Policy for Gifted, Talented and More Able Pupils.**

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## **At King's School we shall:**

- Help our more able pupils to develop their personalities, skills and abilities, intellectually and socially.
- Provide teaching, which makes learning challenging and enjoyable and enables our more able pupils to achieve their potential.

## **Rationale**

- Our provision for gifted, talented and more able pupils is not intended to be elitist or divisive but should be seen within the context of meeting individual needs and raising standards for all pupils.
- We are aware that it is a practical issue for all schools and all classrooms. Gifted, talented and more able pupils who are not appropriately challenged can lose confidence and motivation and easily become bored or disaffected.
- It is an issue for the community and society at large – if the particular needs of these pupils are not addressed, their talents may be wasted and society will not benefit from their future achievements.
- It is also an equal opportunities issue – every pupil has the right to receive the educational support and assistance they require in order to achieve their full potential.

## **Terminology**

We shall use the LEA guidelines that:

- **More able** pupils are those with ability, or abilities, beyond the large majority of their peer group.

Within this broad category are **gifted** pupils and pupils with particular **talents**.

## **Identifying Gifted, talented and more able pupils**

We acknowledge that gifted, talented and more able means much more than an academically able pupil who produces high quality work:

- Truly gifted pupils make up only about 2-5% of the school population.
- The DfEE in its 'Excellence incites, Guidance for Gifted and Talented Co-ordinators' requires schools to identify the most able 5-10% of each year group.
- By looking at not only high academic ability but at the full range of artistic and sporting talents, outstanding leadership qualities etc., this percentage can increase to 20-40%.

In view of the above, we shall try to have the widest possible view of ability and believe that many pupils have particular skills outside of the usual academic abilities.

### **Identification Strategies**

No single method of assessment will accurately identify a pupil's ability profile or learning needs. It will be necessary to gather information from a variety of sources to understand these needs more clearly.

There are two main types of data:

- Quantitative data including the results of national curriculum assessments (tests and teacher assessments), public examinations and other available test data. This should also include musical, artistic and sporting assessments.
- Qualitative information including teacher assessment and nomination, observation of the pupil and examination of pupil's work, discussion with pupil and pupil's parents, and views of the pupil's peers.

We are aware that able pupils may demonstrate a wide range of characteristics – there is clearly no such thing as a 'typical' able child.

He or she may:

- Be a good reader
- Be very articulate or verbally fluent for their age.
- Give quick verbal responses (which can appear cheeky).
- Have a wide general knowledge
- Learn quickly
- Be interested in topics that one might associate with an older child.
- Communicate well with adults – often better than with their peer group.
- Have a range of interests, some of which are almost obsessions.
- Show unusual and original responses to problem-solving activities.
- Prefer verbal to written activities
- Be logical
- Be self taught in their own interest areas
- Have an ability to work things out in their head very quickly
- Have a good memory that they can access easily
- Be artistic
- Be musical
- Excel at sport
- Have strong views and opinions
- Have a lively and original imagination / sense of humour
- Be very sensitive and aware
- Focus on their own interests rather than on what is being taught
- Be socially adept

- Appear arrogant or socially inept
- Be easily bored by what they perceive as routine tasks
- Show a strong sense of leadership
- Are not necessarily well behaved or well liked by others.

None of these behaviours are proof of high ability but they may alert teachers to the need to enquire further into a pupil's learning patterns and ability levels.

### **The Whole School Approach**

We aim to achieve the following:

- A climate of achievement within the school that ensures pupils feel good about achieving high standards
- Agreed identification and monitoring strategies, reviewing individual progress regularly
- A named teacher responsible for co-ordinating school policy for more able pupils
- Open communication and partnership with parents.

### **Within the Classroom**

Our aim is to:

- Provide a positive, supportive and challenging learning environment
- Set targets at a sufficiently high level to extend and challenge pupils.
- Provide appropriately differentiated learning opportunities
- Provide differentiated homework with opportunities for open-ended investigations and research tasks
- Plan a variety of extension and enrichment activities, avoiding 'more of the same'
- Use different grouping and setting methods as appropriate for different subjects.
- Consult an Educational Psychologist before accelerating an able pupil into another year group – if appropriate, partial acceleration may be possible through flexible timetabling.
- Develop independent learning strategies alongside a differentiated curriculum

- Provide activities to develop higher order thinking skills, problem-solving, investigative and exploratory approaches.

We are also aware of the following general categories and this awareness will aid more accurate understanding of a pupil's responses within the classroom situation.

1. High achieving 'all-rounders'
2. The 'coasters'
3. Those with high ability in one, or more, areas.
4. Those with high ability, whose performance may be affected by a learning difficulty or other disability.
5. Underachievers

### **Aspects of Provision**

We believe that effective provision for gifted, talented and more able children is one facet of effective provision for all pupils within a school.

Good provision includes:

- High expectation of individual pupils
- A positive and supportive learning environment with appropriate challenges
- Access to opportunities for enrichment and extension
- Celebration of success and achievement

Our aim is to provide good quality learning experiences for our able and gifted pupils through the following approaches.

- The Whole School Approach
- Within the Classroom
- Within the School
- Beyond the School

### **Within the School**

We shall aim to:

- Provide a range of extra-curricular activities to develop skills beyond the classroom. These might include lunchtime or after school clubs, residential visits, day outings, activity days or 'focus' weeks.
- Adopt mentoring as a supportive strategy for individuals or groups of able pupils as appropriate as available to an independent school.

### **Beyond the School**

**Our aim is to:**

- Participate in cross-phase activities to provide further enrichment and extension activities.

- Develop links with other organisations and providers of enrichment and extension activities
- Make use of LEA support and information about provision for more able pupils when appropriate.

### **Monitoring the effectiveness of this policy**

- This policy and its effectiveness should be reviewed regularly
- Re-focussing or a renewed emphasis on particular areas will enable the school's provision for more able pupils to continue to move forward.

### **Supporting Gifted, Talented and More Able Pupils**

#### **Practical Ideas**

1. Colour code your class list to show the full range of talents and abilities.
2. Hold 'hobby' or 'interest days' to share interests and talents.
3. Able pupils can usually do more than you realise, set ambitious targets, and don't keep all the top group's work in the 'comfort zone'.
4. Plan specific extension activities (on top of the top group's work).
  - Have a few open-ended questions to follow up
  - Open-ended tasks – e.g. 'Just Imagine', Stories for Thinking, Anti-Colouring books
5. Make extension tasks different
  - Avoid 'more of the same'
  - Develop alternative methods of recording, not necessarily more written work.
6. Consider the pace at which they work
  - Do not hold them back
  - Demand more work of able pupils in a set time
  - Sometimes offer more time to explore and develop ideas
7. Use of teacher questions to help develop higher order thinking skills. Challenge them and make them reflect, evaluate, compare, deduce.
8. The more able pupils can give presentations to class or take the lead in group tasks.
9. Develop individual learning skills –
  - On-going research projects
  - Make choices about their work
  - Offer choices over recording and presenting work.
  - Discuss and modify tasks.

#### 10. Use of ICT

- Research
- Alternative method of recording e.g. Publisher / PowerPoint / Flow charts
- Extension activities / programmes

#### 11. Lunchtime or after school activities and clubs to develop children's interests and talents

- Puzzle / challenge clubs
- Writers workshops
- Computer clubs etc.

#### 12. Puzzle activities and games for wet playtimes or access to challenging / open-ending books.

#### 13. Pastoral support strategies

- Isolation of being different
- Social skills not always good
- Peer mentoring – informal link between able older child with younger able child – to share/discuss books, talk about a shared interest or hobby/ provide role model, overcome sense of isolation at being different/ use registration times.
- Adult mentors from within or without school.

#### 14. Strategies concerned with grouping for learning

- Acceleration to next year group
- Partial acceleration – some sessions with older age group.
- Setting – issue of dyslexics or dyspraxics
- Class groupings – allow flexibility
- Flexible use of staff –
- Literacy / Numeracy arrangements (extension group possibilities?)
- Registration / assembly times (occasional use for extension / challenge activity?)
- Use of parents / retired teachers
- Special weeks such as Book Week, Maths Week, Science Week
- Encourage children to take part in the wide diversity of extra-curricular clubs provided by the School.

## Stories for Thinking



### Stories for Thinking

A programme for developing thinking, learning and language skills

- 30 multi-cultural stories for children aged 7-11 to enjoy and think about
- An introduction to ways of using stories to promote children's thinking and learning
- Discussion plans and thinking activities related to each story

Stories for Thinking can be used with individual children, small groups, whole classes or in assembly.

### Happiness

#### The Old Woman in the Vinegar Bottle

Once there was an old woman who lived in a vinegar bottle. It was rather a small bottle, and the old woman spent much of her time polishing the glass walls. This made her very grumpy.

'Oh dear,' she would say, 'what a terrible life I lead, living in this bottle, where everyone can see me. I wish I could live in a cottage with a little garden, and lace curtains at the window. I would be happy then!'

One day as she was saying these things to herself, an angel flew by and heard the old woman's words. The angel felt sorry for her and in a flash the vinegar bottle was turned into a little cottage, with lace curtains at the window and a pretty garden. The old lady looked around her in wonder. Gone were the glass walls. She now had everything she wished. The angel smiled and went on its way.

Some time later the angel flew past the old woman's cottage, and heard a familiar sound.

'Oh dear, what a terrible life this is. Just a poky little cottage, a tiny garden and no room in which to put anything. I wish I had a proper house, with an upstairs, a nice big garden and a spare bedroom to put all my things in. then I'd be happy!'

The angel heard the old woman's words, and was sorry that she was not happy. In a flash the cottage was transformed into a large house on two floors, with a long garden at the back. The old lady looked pleased. The angel smiled and went on its way.

Not long afterwards the angel came that way again, and heard a voice that it recognised.

'Oh dear, what a terrible life this is! A huge house and only me to look after it. All those stairs to go up and down, all those rooms to clean. A large garden to look after and no one to help me. I wish I could live in a palace, with servants to look after me, lovely clothes to wear and people to visit me. How happy I'd be then!'

The angel sighed when it heard the woman's words. In a flash the house was replaced by a great palace, with crystal chandeliers, and servants in every room. There were lovely gardens full of flowers and gardeners to look after them. There were cupboards full of flowers and gardeners to look after them. There were cupboards full of dresses to wear, and many different bedrooms to choose from. The kitchens provided any food she wanted. All who saw this wonderful palace wanted to meet the lucky person who lived there. The old lady blinked in wonder. The angel smiled and went on its way.

Some time later the angel passed by the palace and heard.....

'Oh dear, what a terrible life this is. So many people to see, so many servants to look after. Such a long way to walk, so many flowers I don't know what to do with, so many doors to open and close. What a life....!'

Before she could say another word an amazing thing happened. In a flash of light the old woman found herself back in the vinegar bottle. And for all I know she is still there today.

*(European folktale)*

## **Thinking about the story.**

### **Key question: what does the story mean?**

1. Why did the old lady not like living in the vinegar bottle?
2. An angel appears in the story – what is an angel?
3. Is the angel male or female?
4. What did the old woman think of the cottage? Why did the old woman think this?
5. Why did the old lady not like the large house?
6. Why did the old lady not like the palace?
7. Which would you have preferred – the cottage, the house or the palace? Why?
8. Why did the old lady find herself back in the vinegar bottle?
9. What advice would you give the old lady in the vinegar bottle?
10. Do you think the story teaches a lesson? What lesson?

## **Thinking about happiness**

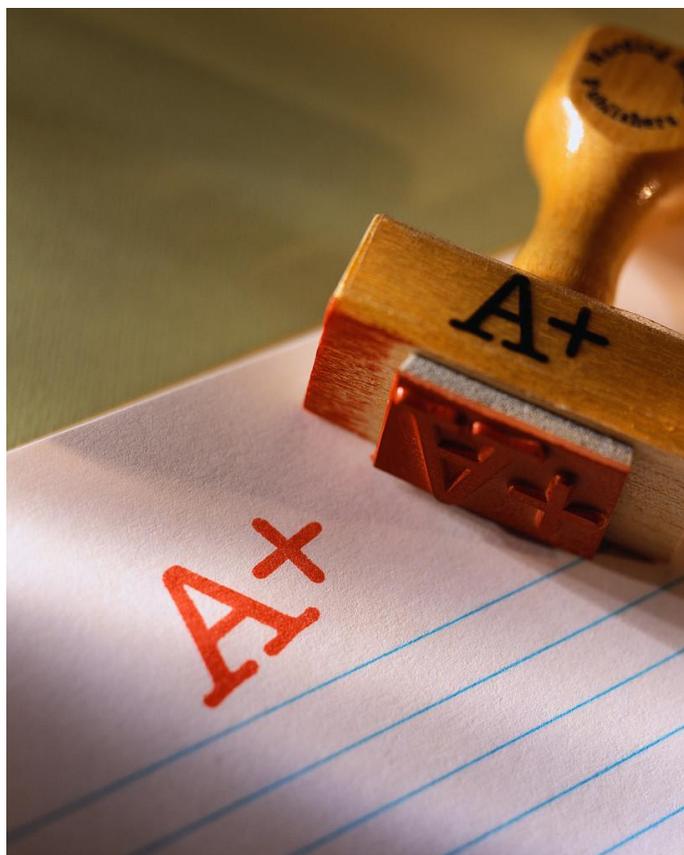
### **Key question: What does happiness mean?**

1. What does it feel like being happy?
2. Is it good to be happy? Why?
3. What makes you happy?
4. What are the ways of making other people happy?
5. How do you know when someone is happy? Can you be sure they are happy?
6. Can you always tell if someone is happy or sad? How can you tell?
7. Can you always tell if someone is happy or sad? Do you always know how you feel?
8. Could you be happy all the time? Do you know someone who is?
9. Do you think being happy is the most important thing in the world?
10. What do you need to be happy in life?

### **Further activities**

- Write a recipe for happiness, showing all the ingredients of a happy life.
- Copy or create your own Greek masks showing a happy and sad face.
- Make up a song about happiness or a cheerful tune.
- Act or mime your own version of the story of the old woman in the vinegar bottle.
- Write a poem about happiness e.g. 'Happiness is.....'

## Effective Resources For Able and Talented Children



**Effective Resources for Able and Talented Children** has been written to meet the massive demand for practical resources designed to stimulate and inspire more able pupils. It can be seen as a practical sequel to *Barry Teare's Effective Provision for Able and Talented Children*, but also stands entirely alone as the activities can be used quite independently.

Contains a wealth of attractive and exciting photocopiable resources for able and talented pupils in both the primary and secondary sectors.

Provides activities designed to inspire, motivate, challenge and stretch able children, encouraging them to enjoy their true potential.

Begins with sections designed to help teachers build provision for able and talented children into the curriculum.

The large bank of resources is organised according to areas of the National Curriculum and Scottish 5-14 Guidelines such as English, Science and Mathematics, each preceded by a commentary outlining key principles and giving general guidance for teachers.

### **Just Imagine**

It is interesting to wonder what might happen if present circumstances changed in one-way or another. Let your imagination run as you consider the following situations. Some of them are serious, while others are not so serious.

### **Just imagine....**

1. That you woke up one morning and you could not see.
2. That a mysterious illness wiped out the fox population of Britain.
3. That mice grew to ten times their present size and developed a superior intelligence.
4. That glass had not been invented.
5. That it was made compulsory by law to vote in elections.
6. That sea water could be drunk without ill effects
7. That you had the opportunity to bring back to life one person from the past.
8. That people could choose their own weather
9. That a bruise never faded from the skin
10. That cars could be run on water as fuel
11. That human beings were incapable of walking more than one mile a day
12. That children are no longer expected to go to school
13. That, like Dr Dolittle, you had the power of communication with animals.
14. That anything rising above 10 metres from the ground was destroyed by changing atmospheric pressure (solid structures like buildings were not affected)
15. That there really was a 'Lost World' where dinosaurs still lived.
16. That it was always winter in the Northern Hemisphere
17. That Hitler's Germany had carried out a successful invasion of Britain
18. That human beings did not develop the power of speech until the age of six
19. That you were given the opportunity to look into the future and see your own life ahead of you.
20. That you had the power to solve just one national or international problem

Now see if you can think up some other interesting situations that you could *just imagine*.

### **The Question Is**

You are used to giving answers to questions set in a variety of ways. For some questions there is only one correct answer but on other occasions a number of responses are considered as being correct even though some answers could be regarded as stronger than others. This exercise reverses the normal process by giving you the answer. Your task is to provide suitable questions. Try to give as many questions as possible to each of the answers which are listed. Look for both

the obvious and the less obvious questions. These “questions” could be in a simple written form or as a diagram, puzzle or problem.

### The answers

1. Blue
2. Twenty seven
3. The third desk from the window on the row nearest to the door
4. July
5. They both weigh the same
6. 3 hours 25 minutes
- 7.

	+
+	

8. The oak tree
9. The guilty person was Robert
10. There would be two matches left
11. The Battle of Hastings
12. The person who finished third was Jane Williams
13. New York
14. It lives on both land and in water
15. 10111
16. You would arrive at the bench
17. 1980
18. The most direct route is George Street – Hall Road – Newtown Road – Denby Road
19. Sister-in-law
20. South-east
21. SEND HELP QUICKLY
22. Pathway C is the correct one
23. Napoleon Bonaparte
24. The odd one out is nylon
25. The Board of Inquiry decided that he was responsible for the disaster.

### Who am I?

When we are given pieces of information it is possible to work out new points by careful consideration of the original data. This process is known as deduction. Perhaps the most famous practitioner of the art of deduction is Sherlock Holmes. He has delighted readers by his ability to draw dramatic conclusions from clues and information.

Below there are descriptions of a number of people, written by them. You are asked to identify them – in other words to answer the question ‘Who am I?’ You may not be able to give a particular name but you should be in a position to suggest the nature of the person. The facts might fit a number of possibilities – if so give alternatives. Whatever suggestions you make it is important to back your views by close reference to the passages.

Person A

I enjoy all the attention most of the time but there are times when I wish I could go shopping without people making a fuss of me. Still, there aren't many people of my age who earn even a fraction of the money that I make in a year. My manager has been a great help – without him things would have been much more difficult. One of the great things is the travelling. So far I've been to France, Germany, Holland, Sweden and Italy.

Who am I?

Person B

There are tremendous pressures in my job and I get little time to relax with my family. Every day seems to bring a new problem, either at home or abroad. There never seems to be a dull moment. There are some difficult decisions to make.

Who am I?

Person C

The days' journeys were long and hard but what kept us going was the thought of the new life we had ahead of us. It was exciting but also awe-inspiring to think that we would be breaking new ground. We realised that there was danger and we took care to keep close formation.

Who am I?

Person J

Most people think of my job as being glamorous and exciting but there is also a tremendous amount of hard repetitive work

Who am I?

Person K

I suppose that mine is a funny kind of life, not really being myself

Who am I?

Person L

What a strange mixture! I spend so much time waiting and then there are periods of intense activity.

Who am I?

Person M

Just be thankful that you are not me!

Who am I?

Person N

If only I had known what the results were going to be I would not have acted the way I did.

Who am I?

Person O

Everybody made such a fuss of me but what I did was very little really

Who am I?

Person P

If only they had listened to me

Who am I?

## **Strategies for Delivering Policy for Gifted, Talented and More Able Pupils at King's School**

### **Foundation Stage 2 Strategies**

#### **Writing**

Start to work towards end of Key Stage Curriculum i.e. the early learning goals

#### **Spelling**

Make use of first words in everyday writing. Words such as; a, the, and, I to include more words if applicable.

Extend range of phonological awareness to include diagraphs and blends.

#### **Maths**

Children who have completed Heinemann 1-10 numbers move on to work extending their numbers from 10-20.

#### **Reading**

Children ready to advance, extend the breadth of their reading through the Duck Green School stories, storyworlds and the Victor/Lydia series.

### **Reception strategies**

#### **Writing**

Punctuation, 2<sup>nd</sup> layer vocabulary (WOW) words

Independent diary writing, range of styles of writing (invitations, greetings cards, stories, menus).

Read Write Inc – ability grouped.

Join school unaided write.

Refine letter formation ready to join in Year 1.

**Spelling**

Phonics with Read Write Inc

Spelling tests when appropriate based on Read Write Inc books and 1<sup>st</sup> 100 key words.

**Maths**

Differentiated activities according to Abacus F/Y1 planning.

Extension activities on each day's planning.

**Reading**

Individual reading 1:1 twice a week progress at own rate.

Reading buddies with Year 4

Read Write Inc according to ability.

**Science**

Use scientific vocabulary.

Questioning to extend thought processes and thinking skills.

Pursue child initiated topics of scientific interest in addition to planned lessons.

Make links in learning – cross curricular work eg space, planets, light, rockets, Earth, stars, moons.

Open ended activities eg charts with information, matching activities, labels, tallying in 1 session.

**PE**

Observations of talents – liaise with parents. Suggest clubs to develop skills.

Use talented children as good examples to peers.

Set challenges eg how long can you..../how many ways can you....?

Team work eg Sports Day.

Swimming – ability groups.

**PSED**

Give responsibility eg line leader.

Partnerships – use gifted child to aid another child.

Encourage child to share at the front of the class/teach the others.

Trust re boundaries eg at Forest School, school trips.

**Year 1 Strategies****Writing**

Encourage more complicated sentence construction oral and written – use of connectives other than and and then. Extension through adding to sentences 'because', 'therefore', 'finally'. Encourage use of punctuation, exclamation marks, commas.

**Spelling**

Individual lists for learning and weekly tests.

**Maths**

Worksheets to supplement and extend new concepts.

## **Science**

Encourage suggestions of ideas to investigate. Encourage personal interests and enthusiasm outside or linked to class topic by bringing in and talking about books, objects.

## **Other curricular areas**

Encourage sharing with class strengths in D&T or Art in paired or group work – designing and making cards, sharing work and talking about it to celebrate excellence.

## **Year 2 Strategies**

### **Writing**

Written work appraised by class – read aloud and individually discussed with the child to suggest improvement, development. All writing tasks give scope for working at higher/lower level.

### **Spelling**

Individual spelling lists to learn based on child's writing as per spelling policy.

### **Maths**

Extension maths worksheets with further problem solving activities – working individually and in pairs.

### **Science**

Following lesson on a topic e.g. evaporation children encouraged to suggest ways of investigating the subject. Work as a group, in pairs or as a class to see what they can find out.

### **Reading**

Comprehension work – variety of schemes to progress and.

## **Year 3 Strategies**

### **Writing**

Children must use thesauruses to improve work  
Must check own work – teacher is the last resort  
Must write in paragraphs – much higher expectations  
Sometimes don't give strict parameters – they can decide own design of work, free to write within loose boundaries.

### **Spelling**

Encourage them to use more complicated vocab to replace basic words – after through words given in spelling lists

Use thesauruses

Competitions for who can find most interesting words

Starspell

Lots of English games at the end of the day e.g. blockbusters, countdown etc

**Maths**

Heinemann Extension booklet

More different extension worksheets

Problem solving putting learnt concepts into real life situations

Mathematical challenges written on board quickest to get correct answer

**Science**

More able are often group leaders when undertaking experiments

**Year 5 and 6 Strategies****Reading**

Diverse class library of books of books. Regular discussions on these with both teacher and rest of class

**Writing**

Encourage them to expand sentence structure. Working towards more description and complexity of meaning. Expectation to attain higher level than the average for the class.

**Spelling**

Individual spelling words that do not necessarily conform to a letter pattern. Found in their reading or topic work so still relevant to their learning. Encouraged to seek these out. Irregular and more challenging spelling. Wide variety of English games throughout the week

**Maths**

Same topic or concept as the class, but at a higher level. Given relevant text book, extension book/sheets

Problem solving tasks and mathematical challenges provided by teacher

Interactive Maths displays

**Science**

Extensions to practical work for them to attain more through guided discovery.

**Art**

Various sketchbook activities