

# Our Lady of the Rosary Catholic Primary School Wyoming

## Most Able, Gifted and Talented Policy 2019



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Approved:

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Person to initiate: Coordinator of Diverse Learning Needs

# Rationale

## OLR WYOMING CATHOLIC PRIMARY SCHOOL POLICY FOR THE MOST ABLE, GIFTED AND TALENTED PUPILS

As identified in the National Curriculum, teachers must 'set high expectations for every student' and 'plan stretching work for students whose attainment is significantly above the expected standards. We recognise that at any time Our Lady of the Rosary Catholic Primary School Wyoming may have students whose performance or potential is significantly greater than that of their peers. These children may be identified as Most Able, Gifted or Talented students and we have the responsibility to meet the needs of these children.

Our Lady of the Rosary Wyoming aims to promote lifelong learning and provide a rich education for all students. We strive to provide a challenging curriculum to maximise student potential and learning outcomes for all students. We are committed to delivering the highest quality education by expecting the best and showing all students how to achieve their best, including those who are identified as Most Able, Gifted & Talented. We recognise that all students need a rich learning environment that fosters wellbeing and learning outcomes consistent with their abilities.

Our policy for Gifted & Talented students endeavours to ensure they can be appropriately and effectively provided for through the teaching and learning programmes in school. At Our Lady of the Rosary Catholic Primary School we aim to:

- Create a learning environment in which everyone is valued & individual differences are celebrated
- Identify children with particular abilities, gifts and talents in the earliest possible time in order to provide appropriate learning opportunities
- Provide appropriate challenges for enrichment & extension which will grow from the topic being studied
- Ensure planning is sufficiently flexible to enable adaptations and changes to be made to meet the needs of the student
- Provide a variety of approaches & strategies to ensure all children are stimulated & engaged enthusiastically in their learning, for example, ability grouping, cross curricular learning opportunities, individual or group projects, opportunities for the students to be able to show leadership
- Encourage independent learning opportunities through the tasks provided
- Encourage participation in broader school opportunities such as SRC, Minnie Vinnies, Sport Gala Days, Wakakirri, TOM, musicals and learning competitions.
- Use assessment and data to inform our planning for individual needs
- Encourage self-evaluation
- Provide stimulating resources that will engage the learner
- Celebrate success, achievements and failures as learning opportunities
- Monitor provision through lesson observation to ensure our teaching practices are constantly improving

## Definitions

At Our Lady of the Rosary Catholic Primary School the following definitions have been agreed in relation to pupils considered to be Most Able, Gifted and Talented:

### A Most Able Student can be:

- One who achieves or has the ability to achieve at a significantly higher level of ability than most pupils of the same age group within an area of learning.
- One who demonstrates abilities in one area of learning which places them in the top 20% of the school population.
- May demonstrate high intelligence.
- High order Leadership skills.
- Mechanical ingenuity.
- Creative thinking or practical skills.
- Demonstrate high level interpersonal skills

## A Most Able Student may also demonstrate:

- High ability with poor motor skills.
- High ability with attention deficit
- High ability with poor social skills
- An eagerness to disguise their abilities

## A Gifted Student is one who:

Gagné's model recognises that giftedness is a broad concept that encompasses a range of abilities; it also recognises that giftedness is only potential and that it must go through a transformative process in order to become a talent. A Gifted Student:

- Performs or has the potential to perform at an extremely high level in more than one area of learning other than in Creative Arts and Sport
- Is within the 5% of students at the school demonstrating gifted ability in the above areas.

## A Talented Child is one who:

Talented students are defined as having skills and achievements distinctly above average for their age in one or more areas of human performance, as a result of application of training and practice. Talent emerges from giftedness through a complex developmental process and via a number of influences, including the teaching and learning opportunities. A Talented child:

- Excels or has the potential to excel in one or more creative or expressive art or sport such as Art, Music, or PE

## Roles and Responsibilities

### Teacher

The role of the classroom teacher is:

- to provide opportunities appropriate to the needs of most able, gifted and talented students
- to monitor student progress carefully to identify possible gifted and talented students
- to gather information about the students they have identified using a range of strategies
- to confirm the information is correct and ensures that no student or group of students has been omitted
- to make provision for these students in their day-to-day teaching through a range of strategies and teaching and learning opportunities that allow students to demonstrate their excellence
- to provide for identified students in all classes they teach

### The School Leadership Team

The role of the School Leadership Team is:

- to establish an appropriate learning environment for most able, gifted and talented students
- to monitor policy implementation and ensures that information about most able, gifted and talented student outcomes is up to date
- to maintain data of identified most able, gifted and talented students

### The Co-ordinator:

The role of the Diverse Learning Needs Coordinator is:

- to liaise with class teachers in order to be able to establish the school's register for Most Able, Gifted and Talented students
- to assist teachers with day to day planning for use in the classroom
- to monitor assessments carried out by teachers and provide ongoing support with matching provision
- to analyse data and liaise with teachers and the Leadership Team to keep all staff informed of overall student progress – results, identified issues, impact of work undertaken with individuals and groups etc.
- to ensure resources are available (resources for teachers to use in the classroom, assessment materials, etc)
- Maintain and develop assessments in accordance with policy documents
- to lead training for all staff to ensure all staff are informed and effective in planning for students in their class.
- to monitor the policy for Most Able, Gifted and Talented pupils and how effective the policy is in meeting pupil's needs appropriately.

## Identification & Assessment

The identification of Most Able, Gifted and Talented students occurs as early as possible and a wide range of identification strategies can be used in the identification of able, gifted and/ or talented students. The identification process are continuous and repeated regularly to identify those children whose abilities emerge at a later date. All staff play a crucial role in identifying students as information is gathered from a variety of sources. Ongoing support will be provided at staff meetings as well as liaison between staff and the Diverse Learning Needs Coordinator at OLR.

### Strategies used to Identify Students

Strategies used to identify Most Able, Gifted & Talented students include:

- Teacher nomination following Teacher Assessment
- Learning Support Teacher recognition
- Class Test results & student work sample, school history & anecdotal evidence
- OLR general checklist of traits & characteristics
- Information provided by parents
- Information provided by external agencies – Music teachers, sports coaches, etc.

### Assessment used to identify students

Assessments address a range of talents and take into account differing levels of emotional, social and physical development, and are inclusive and not discriminatory due to a students race, socio-economic background or gender.

They include but are not limited to:

- Teacher observation
- Learning Support observations
- Standardised tests – MAI Data, PAT Math, PAT Reading, NAPLAN, Lexile Levels etc
- Students' responses to increased challenge – open ended tasks for ongoing assessment
- Response from external agencies including pediatricians, psychologists & Speech pathologists
- AGAT Testing

Once a pupil is identified the Diverse Learning Needs Coordinator will work alongside Class Teachers to validate the nomination and assessment data. The Coordinator will then place the child on the school's register for the Most Able, Gifted and Talented. At parent consultation meetings, the parents are informed about their child's learning progression and how their needs are being met in school. Parents are also informed about additional opportunities for their child when these occasions arise.

## Planning for Learning

It is important that the school community as a whole values ability and fosters giftedness and talents. Where a student is identified as achieving beyond the expected level of learning, an Individual Learning Plan will be developed by the teacher in consultation with the Diverse Learning Needs Coordinator and parents. Developing and implementing individual learning plans ensures all individuals are valued and accommodated and promotes student self-determination, positive growth and recognition. ILP's will be monitored, evaluated and reviewed throughout the year and as part of our Assessment and Reporting cycle.

### In class provisions

School based provisions take place within the individual classrooms of all teachers on an ongoing basis. Additionally where possible, the school will provide opportunities which allow the most able students to learn together through extension programs provided by those with experience within the school and those with expertise sourced from the wider community.

Curriculum provisions for Most Able, Gifted and Talented students include but are not limited to:

- allowing students to work at a faster pace
- tasks which demand higher order cognitive and intellectual skills to challenge students
- access to advanced resources and materials that support the level of challenge
- more complex and open-ended tasks & flexible learning strategies
- instruction that utilises a variety of strategies such as tiered assignments, thinking routines and independent study
- modifications in content, process and products
- opportunities to undertake challenging work which enables them to develop strategies for preserving with difficult problems

## In school provisions

- Cross Grade Subject Acceleration in Math & English. Identified students in K, 1 & 2 will go to Year 2, students in Years 3 & 4 will go to Year 4, whilst students in Year 5 & 6 will work with Year 6.
- Provide students with the opportunity to study more complex concepts at an advanced pace.
- Students who have been formally identified as G&T will be provided the opportunity to work in a higher Year for one or more of the subjects in which they excel.

## Out of class provisions

Our aim is to provide as many of these opportunities as we can to our Most Able, Gifted and Talented students:

- after-school activities and lunchtime clubs
- focused visits to artistic events, athletic opportunities, exhibitions and performances
- study support
- opportunity to attend classes offered by external agencies and institutions
- Statewide and National competitions (Newcastle Permanent Math, Maths Olympiads etc)
- partnership provision with neighbouring Catholic Primary and High schools

## Partnerships with parents

Parents and teachers will work together for the needs of Most Able, Gifted and Talented students.

It is the schools responsibility to :

- Give the parents clear information about their child's abilities in school.
- Draw parents into the identification process when appropriate.
- Inform parents of any action taken to meet their child's specific needs.
- Listen carefully and take appropriate action where parents do not think their child's needs are not being met.

Parents should recognise that they can support their able child by :

- Telling the school about their child's talents and abilities beyond the classroom.
- Providing a suitable environment in which their child can study and encouraging good study habits.
- Seeking advice from the school when their child is experiencing difficulties.
- Encouraging their child to take part in worthwhile and varied out of school activities and experiences.
- Being aware that their child will need a variety of skills and experiences in order to fulfil his/her potential.

## Partnership with High Schools

The Diverse Learning Needs Coordinator will liaise with local high schools to provide information on Most Able, Gifted and Talented students. They will discuss concerns with parents to ensure smooth transition.

## Equal Opportunities

Our aim is to provide equal opportunities across all aspects of the curriculum for all children. The special needs of each child are considered when planning the curriculum to ensure an inclusive environment so that each child reaches his/her potential.