

**Peponi House
Preparatory School
Nairobi, Kenya**



Gifted and Talented Policy

Policy Statement

Peponi House's Gifted and Talented policy describes pupils who show exceptional mental and academic ability as Gifted and those who show special aptitude in sport, music, drama or art as Talented. A register of such pupils is updated each year and staff are asked both to provide additional stimulus within lessons and to look for enrichment opportunities elsewhere.

At Peponi House we recognise that all pupils are individuals with their own strengths and weaknesses, talents and abilities. Within this range of individuality there are pupils who display exceptional ability (or the potential to develop these abilities) in a particular area of school life, whether it be academic, artistic, musical or sporting.

Definitions

1. The term 'gifted and talented' is not to be understood as referring to the most able children in the national population. The DfE (Department for Education) indicates that:

- 10% of a school cohort should be identified;
- 7% may be defined as Gifted and
- 3% as Talented regardless of the ability profile of pupils at the school.

2. The DCFS (Department for children, schools and families) definition of Gifted and Talented pupils is as follows:

“Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).”

- Gifted students are more able academically across many subjects.
- Talented students are more able artistically, in sports or in performance.

Goals:

This policy is intended to support the following aims:

- to support the abilities, personal qualities and talents of gifted and talented children
- to provide teaching which makes learning both challenging and enjoyable
- to provide higher order thinking and questioning skills
- to stimulate children through extra-curricular activities and through curriculum enrichment
- to have the expectation that the curriculum for all will be extended by realising the needs of the most able

Understanding Gifted and Talented

Characteristics

The following characteristics are often displayed by our children with special talents and abilities:

- the ability to think quickly
- the ability to understand complex instructions
- they become absorbed in tasks
- they show invention and imagination and have a desire to move beyond the obvious
- they ask searching questions
- they make perceptive and original comments
- they demonstrate persistence and perfectionism
- they welcome problem solving tasks and have the ability to reason logically

Identification

Gifted children: at Peponi House, we observe pupils carefully in Years 2 to 6. Any child that scores a context score of 60 or above in PIPS tests are recognised as showing potential of being academically gifted. Furthermore, we identify our most able children as those who attain a standard substantially higher than we would expect within their year group. We also recognise that those pupils who are gifted and talented do not always show their ability. Such pupils are gifted and talented even though their abilities may be hidden or remain as potential.

Gifted pupils are identified formally following the Year 4 PIPS tests in June of Year 4. Any child scoring a context score of 60 or above is recognised as having the potential of being academically gifted.

Once the MidYIS tests are done in the January of Year 7, pupils who score 129 or above (in any or all of NV, vocabulary or maths) are considered to be academically gifted.

Pupils who are talented in sport, drama, music or art are identified by the school as and when they demonstrate superior skills in these areas.

Provision for Gifted and Talented children

Overview:

In Years 2 to 6, high achievers are stretched accordingly in lessons. In a few cases, children will follow personalised programmes of study. In French and Maths, setting exists further to enable gifted children to flourish.

In Years 7 and 8, children are set for literacy, with English set against the humanities, allowing for further extension of G&T pupils.

An activity exists, called the Rum and Raisin club, to which children are invited, based on the criteria above, in which children are encouraged to extend themselves and explore new ways of thinking.

At the end of Year 7 and the beginning of Year 8, potential scholars are given additional help in preparation for Year 8 assessments organised by their senior schools. These children tend to be those identified as G&T.

The HOTS activities in Years 5 to 8 are based on Higher Thinking Skills (Bloom's Taxonomy) and stimulate pupils' sense of enquiry and encourage investigative skills.

In class:

- There is the coherent management of pupil groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of gifted and talented pupils in some groups there will be pupils who have gifts and talents in all groups.
- The provision of opportunities for gifted and talented pupils to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with older pupils occasionally.
- Mentoring and additional provision for pupils of exceptional ability.
- The provision of enrichment/extension activities and tasks.
- Differentiation within subject areas.
- The development of independent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical.

Out of class:

- specialist curriculum days
- out-of-class musical and sporting tuition/coaching
- teaching higher level thinking skills
- providing advice and guidance to parents as necessary in both social and academic contexts
- encouraging risk-taking, investigation and curiosity

G&T Register

We keep an informal working 'list' of these pupils, which often changes from term to term. It is a list for the teaching staff to use to inform their lesson planning to ensure that all children are being challenged and motivated at their required level and given ample opportunity to progress with their learning. The list is reviewed and updated on a regular basis according to various criteria, including; formal summative assessment data (e.g. PIPS tests which record scores of over 60, MidYIS test which record scores of over 129), examples of pupil's work and classroom-based teacher observations.