

Greens Norton C of E Primary School



Gifted and Talented Policy

'In our school everyone can join in with all we offer'

Approved by

David Ward
Chair of Governors

Mrs Jan Pickering
Head Teacher

Date of ratification: 15 July 2010

To be reviewed: July 2011

Background to the Policy

This policy is a working document which will be regularly re-visited and updated as we develop and refine our understanding of, and approach to, the issue of gifted and talented pupils. This policy is an integral part of the school's broader development of maximum inclusion of educational opportunity for all pupils and states our commitment to providing an environment in which all pupils are enabled to achieve their very best. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement.

Aims and objectives

We are committed to providing an environment, which encourages all pupils to succeed, take risks and enjoy challenge and this clearly includes pupils who display some form of giftedness. We aim to develop an appreciation and enjoyment of study and the acquisition of knowledge and skills. It is in the spirit of these aims and values that we wish to respond to the particular needs of those students who are recognised as having exceptional abilities and talents and to provide a suitably stimulating and challenging environment, both curricular and extra-curricular, which will allow those abilities and talents to develop.

In seeking to meet the needs of these particular students it is our aim and intention to improve the quality of teaching and learning for all pupils in our school.

Definition

In fact the terminology gifted and talented itself, is open to fierce debate. At Greens Norton Primary School we take our guidance from The Department for Children, Families and Schools (DCSF) defines gifted and talented pupils as:

"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)."

Identifying gifted and talented learners – getting started, Revised May 2008 (DCSF, 2008), page 1

A gifted pupil is one who has the capacity for or demonstrates high levels of performance in academic area. A talented pupil is one with a domain specific ability in a non-academic area:

- Physical talents
- Visual/performing abilities
- Mechanical ingenuity
- Outstanding leadership and social awareness
- Creativity

Identification of gifted and talented pupils

Before identifying any child gifted in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair.

A gifted and talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- KS1/KS2 Standards Assessment Tests and QCA optional SATS
- Teacher nomination (including teaching assistants)
- Assessment results
- Peer nomination
- Parental nomination
- Specialist teacher identification
- Self nomination
- Reading ages

It is worth remembering that gifted pupils can be:

- Good all-rounders
- High achievers in one area
- Of high ability but with low motivation
- Of good verbal ability but poor writing skills
- Very able but with a short attention span
- Keen to disguise their abilities

(Deborah Eyre, 1973)

Gifted and talented learners are not a homogenous group. They come from all backgrounds and have a wide range of gifts and talents. Particular consideration needs to be given to those pupils in our school who are vulnerable including those:

- Who are from low socio-economic groups
- Who have special educational needs (SEN)
- With medical conditions and or/disabilities
- From service families who have moved from school to school
- Who are new arrivals
- Who are poor attendees
- From families under stress
- With summer birthdays

Everyone in school has a responsibility to recognise and value pupils' abilities. We are aware that:

- Unnecessary repetition of work is de-motivating and de-motivated pupils will not always achieve their best
- There is sometimes peer pressure to under-achieve
- Gifted pupils are not always easier to reach than other pupils

Provision for gifted and talented pupils

Opportunities for extension and enrichment are built in to all our schemes of work. We aim to:

- Maintain an ethos where it is OK to be bright
- Encourage all pupils to be independent learners
- Recognise and celebrate achievement
- Provide a wide range of extra-curricular activities and clubs
- Always provide work at an appropriately challenging level
- Provide opportunities for all pupils to work with like minded peers

Types of provision

Classroom differentiation

Lessons are planned with our most able pupils in mind and differentiated down employing a wide range of teaching styles and approaches to learning.

- Teachers have high expectations.
- Tasks are designed to take account of levels of existing knowledge, skills and understanding
- There are planned extension opportunities or open-ended tasks.

School based provision

This varies according to subject area and is covered using a variety of methods:

- School clubs
- School societies/councils
- Enrichment opportunities/days

Opportunities for performance

- Specialist teaching/coaching
- Partnerships with secondary schools

- Partnerships with cluster schools

Out of school provision

- Work with Silverstone study centre
- Work with other schools in the cluster
- Residential experiences & school trips

Process for review and development

The responsible teacher for Gifted and Talented is to decide on targets for the RAP and to coordinate an audit programme to monitor school development. The school is to maintain a register for Gifted and Talented pupils and to ensure that appropriate records are being kept.

The gifted and talented coordinator has overall responsibility for

- i. Ensuring that the policy is implemented
- ii. Coordinating the monitoring of progress
- iii. Ensuring that the professional development programme includes relevant aspects of gifted and talented provision.

This policy is reviewed on an annual basis by the gifted and talented coordinator in conjunction with the head teacher and teaching staff.