



SHANKLEA PRIMARY SCHOOL

Gifted and Talented Policy

| Policy Control Details | | | |
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| Date policy approved: | September 2016 | | |
| Prepared by: | Helen Brown | Signature | Date |
| Approved for issue by: | Gareth Pearson | Signature | Date |
| Review period: | 2 years | | |
| Review required by: | September 2018 | | |
| Responsibility for review: | Performance Improvement Committee | | |

Shanklea Primary School Gifted and Talented Policy

Rationale

In keeping with the ethos of Shanklea Primary School, we believe in providing the best possible provision for pupils of all abilities. Throughout, we plan our teaching and learning with a view to ensuring each child has the opportunity to aspire to the highest level of personal achievement. As a commitment to the pursuit of excellence, we recognise and support the needs of those children in our school who have been identified as 'gifted' and/or 'talented' according to national guidelines. The purpose of this policy is to help ensure that these needs are nurtured within a positive, creative and sensitive environment representative of our school.

To avoid ambiguity we have adopted DCFS and CQS guidelines and the terms 'gifted' and 'talented' are distinguished as follows:

'gifted' refers to a child who has a broad range of achievement at a level well above average for our school, typically in the more academic subjects;

'talented' refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.

We believe that approximately 10 per cent of the children in our school will be considered as gifted and/or talented. Provision will be made for these children within the normal class teaching, but sometimes we will provide enrichment or extension activities to promote their skills and talents still further. If the educational needs of such pupils are met within an inclusive context, then the learning environment for *all* will be a rich and creative place.

While we recognise and cater for these particular categories of children in our school, at the same time we respect the rights of *all* children, irrespective of differences in ability, to access various areas of learning, both for their self-fulfilment, and for their eventual development into active and responsible adults. We value the individuality of *all* our children and by focusing on an environment of inclusion we hope to create a culture in which the gifts and talents of *all* will be fostered and in which our most able pupils will feel challenged and supported.

Aims

Our aims are to:

- ensure that we recognise, nurture and support the needs of *all* our children;
- enable children to develop to their full potential – intellectual, physical, aesthetic, creative, emotional, spiritual and social;

- offer children opportunities to generate their own learning;
- ensure that we challenge and extend the children through the work that we set them;
- encourage children to think and work independently.
- utilise expertise to inspire individuals to develop their potential gifts and talents.

Identification of gifted and talented children

In our identification strategy we use multiple criteria to include a combination of subjective and objective assessments in order to identify gifted and talented children. The process is ongoing and begins when the child joins our school. Since identification will be linked through provision, it is envisaged that the structure of the gifted and talented group will be fluid in nature. As provision improves more gifts and talents should emerge.

Each child's pre-school record gives details of achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.

Children undergo baseline assessment within the first half-term of joining our reception class. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's Foundation Stage profile with the parent and use this information when planning for individual needs.

As the children progress through the school, we assess them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets.

The children undertake national tests in Year 2 and Year 6, Phonics Screening test in Year 1 plus the optional national tests in Years 3, 4 and 5. Teachers also make regular assessments of each child's progress in all subjects of the National Curriculum. We compare the information from these tests with a range of national and LEA data, in order to ensure that each child is making appropriate progress.

Parents are encouraged to identify interests and talents school may not be aware of and this information may be used when considering provision via outside agencies.

Teachers discuss the children's progress and personal targets with parents at both consultation evenings, and report annually on each child's progress in July.

Provision and teaching and learning style

Our teachers plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning, such as by providing:

- common activities that allow the children to respond at their own level;
- enrichment activities that broaden a child's learning in a particular skill or knowledge area;
- individual activities within a common theme that reflect a greater depth of understanding and higher level of attainment;
- opportunities for children to progress through their work at their own rate of learning.

Children are familiarised with a variety of learning strategies as they move through the school. These strategies can be used by all children, but give due scope to higher achievers.

In all year groups, the children may be grouped according to ability which allows the teacher to address each class on a level appropriate to their general understanding and maturity. Within this setting the children are taught via a wide range of strategies and groupings according to their potential abilities. Challenges are prepared to nurture and extend their thinking and learning.

Across the age groups we set targets for English, Mathematics and Science and teach the children in these ability groups. Teachers regularly review the progress of children and children move between the groups as appropriate. This enables teachers to plan work that reflects the ability band of each group and prepare challenges which extend thinking and learning.

We offer a range of extra-curricular activities for our children. These activities offer higher achievers the opportunity to further extend their learning in a range of activities. Opportunities include a range of ICT, arts, sporting and musical clubs.

Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children.

The children will also have the opportunity to experience a range of educational visits and visits from experts that further enrich and develop learning.

Management strategies

There is a nominated teacher who coordinates the provision and practice within the school for gifted and talented children. The co-ordinator's role includes:

- running a register of gifted and talented pupils, and keeping it up to date;
- regularly reviewing the teaching arrangements for these particular children;
- monitoring their progress through termly discussions with teachers;
- supporting staff in the identification of these children;
- providing advice and support to staff on teaching and learning strategies;
- liaising with parents, governors and LEA officers on related issues.

Monitoring and review

The governor with responsibility for inclusion issues monitors the school provision for gifted and talented pupils. The governor will work with the school's gifted and talented co-ordinator in support of the school's efforts to help these pupils to reach their full potential.

The co-ordinator for our provision for the gifted and talented provides feedback to the governing body on an annual basis. The monitoring includes feedback from parents and children.