

CRADLEY C OF E VA PRIMARY SCHOOL

GIFTED AND TALENTED POLICY

Vision Statement: Enriching Lives

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GIFTED AND TALENTED POLICY

1, Introduction

1.1, We believe in providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement, "Enriching lives". The purpose of this policy is to help ensure that 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.

1.2, In the national guidelines the terms are distinguished as follows:

- 'gifted' refers to a child who has a broad range of achievement at a level well above average, 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.

1.3, Approximately 10 per cent of children nationally 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.

1.4, While we recognise and cater for these particular categories of children in our school, at the same time we respect the right 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. In our Statement of Aims we declare accordingly that we value the individuality of all our children.

2, Aims

2.1, The School's Aims are

- to create a stable, well disciplined environment where the children are encouraged to live in harmony with, and to develop respect for others and their surroundings
- to provide for all abilities and make every effort to extend each child to his or her fullest potential
- to help children to become independent learners
- to encourage children to produce work of real quality and to allow them to take a pride in their efforts and achievements
- to encourage all children to acquire independence in all their activities so that they play an increasing part in self-discipline and self-organisation

3, Identification of gifted and talented children

- 3.1, We use a range of strategies to identify gifted and talented children. The identification process is ongoing, and begins when the child joins our school. Each child's pre-school record gives details of achievements and interests in particular areas. Parents and carers are asked to identify areas of particular achievements of their children to enable us to add further details to these records.
- 3.2, During the reception year a Learning Journey is kept recording achievement term by term. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's Learning Journey with the parent, and use this information when planning for individual needs.
- 3.3, As the children progress through the school, we test them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets.
- 3.4, The children undertake national tests in Year 2 and Year 6, 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 Children's Services data, in order to ensure that each child is making appropriate progress.
- 3.5, Teachers discuss the children's progress with parents at the autumn term target setting consultation evenings, the parents' evenings in the spring and by a report/discussion of progress in the summer term.

4, Aptitudes in English and Mathematics

- 4.1, Gifted children in English are identified when they:
 - demonstrate relatively high levels of fluency and originality in their conversation;
 - use research skills more effectively to synthesise information;
 - enjoy reading, and respond to a range of texts at a more advanced level;
 - use a wider vocabulary, and enjoy working with words;
 - see issues from a broader range of perspectives;
 - use more-advanced skills when engaged in discussion.
- 4.2, Gifted children in mathematics are identified when they:
 - explore a broader range of strategies for solving a problem;
 - are more curious when working with numbers and investigating problems;
 - see solutions more quickly, without needing to try all the options;
 - look beyond the question in order to hypothesise and explain;

- work more flexibly, and establish their own strategies;
- enjoy manipulating numbers.

5, Teaching and learning style

5.1, 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:

- a common activity that allows the children to respond at their own level;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for children to progress through their work at their own rate of learning.

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

5.3, We set targets for English and mathematics, and teach the children in one of three or four ability groups. Most of the groups contain children from each of these age 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.

5.4, 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 sporting and musical clubs, and after-school clubs.

5.5, 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.

5.6, The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning. Special events are regularly held for the children who are gifted and talented. Targeted groups of children attend these workshop sessions.

6, Management strategies

6.1, There is a nominated teacher who co-ordinates 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;

- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken across all curriculum areas by the higher achievers;
 - 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 Children's Services officers on related issues.
 - Monitoring and review
- 6.2, The governing body monitors the school provision for gifted and talented pupils by means of the headteacher's report. The monitoring may include feedback from parents and children, as well as regular classroom observations of teaching and learning.
- 6.3, The co-ordinator collects samples of work from the higher achievers, in order to demonstrate the standards that they are achieving. We use these examples to help in the process of identifying the gifted and talented.