

ST. JOHN'S C. OF E. PRIMARY SCHOOL



GIFTED AND TALENTED POLICY STATEMENT

Reviewed: Sept 2016
Next Review: Sept 2018

St John's C. of E. Primary School

Gifted and Talented Policy

Aims and Purpose:

The purpose of this policy is to build on good practice.

The aims of this policy are:

- To contribute to the ethos of excellence within the school.
- To guide and advise teachers who have children with particular talents or gifts.
- To raise awareness of those pupils' needs whilst recognising that all pupils may have talents in one area or another.
- To address the issue of underachievement and the needs of those children who are not fulfilling their potential.

The policy provides a framework for the identification and assistance for gifted and talented pupils. It encourages teachers to provide opportunities for children to fulfil their potential, by providing challenging classroom environments in which children are enabled to become independent learners, critically aware of their progress and potential, through reflection on and review of individual learning targets.

A definition of a gifted and talented pupil:

The **gifted** are those with high ability in one or more academic subject.

The **talented** are those with high ability in sport, music, visual arts and/or performing arts.

Gifted and talented children and young people may be thought of as comprising 5-10% of pupils within each year group who achieve, or have the potential to achieve significantly in advance of the average for their year group in their school.

This may include pupils with academic abilities (defined abilities in one or more subjects in the statutory school curriculum other than art, music and PE), pupils with talent (defined as those with abilities in art, music, PE, in any sport or creative/performing art, design, technology, ICT or visual, spatial, mechanical, social, leadership skills) and all-rounders.

Identification:

A variety of identification strategies will be employed including

- Class teacher assessment
- N.C. assessments
- End of unit assessments
- SATs results
- Views of other teachers
- Views of other parents
- Views of outside agencies

Identification strategies which are part of a day-to day classroom provision and are able to inform planning and teaching are the most valid; identification needs to lead to a classroom response which will further the achievements of the learner. It may in some cases also lead to the involvement of outside agencies where appropriate.

The Learning Environment:

The learning environment can have a profound effect on the achievement of all learners. This environment should include:

- Encouragement of individual children
- The setting of individual / group targets for all children based upon their previous achievements
- Exploring children's interests
- The expectations conveyed to the pupils
- Discovering how children learn best
- Inclusion of open-ended tasks
- Extension activities (more of the same)
- Enrichment activities (furthering the N.C. level)
- Investigations, including the children devising their own
- Children making choices and giving reasons for their choices
- Concept mapping to reveal the child's understanding
- Appropriate teacher language (higher order questioning)
- Setting challenging time limits
- Differentiated planning for lessons
- Children learning self-correcting strategies
- Children posing questions to each other
- Independence strategies
- Out of class activities
- Questioning: The skilful use of questioning can support effective intervention. Open-ended questions, especially questions which prompt higher order thinking skills such as inference, prediction, hypothesis, analysis, synthesis, criticism and evaluation will help to ensure that the learning is challenging.

Blooms taxonomy:

Children should be also expected and encouraged to ask questions. The ability to ask a good question reveals a depth of understanding and also provides pointers for further learning. The questions posed by gifted and talented may not be straightforward and the links with a specific area of learning may need to be explained by the individual.

Roles and Responsibilities:

The Head Teacher is responsible for the provision of professional advice to the governing body to ensure that the policy for gifted and talented pupils is adopted. The Head Teacher has the responsibility for the day to day management of all aspects of the school's work, including provision for the gifted and talented pupils and the tracking of pupil achievement.

The Head Teacher will oversee the implementation of the policy, together with the evaluation of the quality of teaching and standards achieved by the gifted and talented pupils and any subsequent school improvement strategies and professional development required.

Co-ordinator of gifted and talented pupils:

- Aiding identification of individual pupils' needs
- Providing guidance to staff
- Maintaining a register of identified pupils
- With other staff reviewing pupils' achievements
- Providing links with outside agencies to further child development

Governors

- There is a named governor who is responsible for an overview of schools in supporting gifted and talented pupils.

Class teachers

- Providing a curriculum and learning environment that allows all pupils to experience challenge
- Identify pupils who are gifted or talented and inform the co-ordinator
- Involving pupils in self assessment procedures when reviewing learning targets
- Building the self esteem of all children
- With the aid of the Gifted and Talented co-ordinator provide access to outside agencies to support child development.

Parental involvement:

The process of identification will be dealt with by school staff who will work closely with the child's parents. There will be a close working relationship with parents who will also be encouraged to support their child at home. Parents will be provided with the necessary information in order to be able to give their child effective support.

Monitoring and Evaluation:

It is the responsibility of the gifted and talented co-ordinator, working with Head Teacher to monitor the progress and attainment of pupils. Curriculum co-ordinators will also monitor progress within their curriculum areas through work sampling over time. The policy will be reviewed annually. This is the responsibility of the gifted and talented co-ordinator.