

ST. ANDREW'S CHURCH OF ENGLAND PRIMARY SCHOOL **GIFTED AND TALENTED POLICY**

Rationale

Our school aims state that we:

- help our pupils to develop their skills and abilities, intellectually, emotionally and socially;
- provide teaching which makes learning challenging, engaging and enables pupils to reach their potential
- we are committed to working for quality and equality of opportunity

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 realise their potential.

Aims

This policy is intended to support the following aims:

- To celebrate all the talents and abilities displayed by our pupils
- To raise the aspirations of all pupils
- To promote high expectations of achievement for all students
- To promote greater enterprise, self-reliance and independence for all students
- To provide all pupils with an enriched and challenging curriculum whilst providing opportunities for able children to work at an increased level and pace, towards their full potential.

In order to achieve these aims, we will ensure that all students have opportunities to develop specific skills or talents.

Definitions

The DfE identifies 'Gifted and Talented' (G&T) pupils as those who achieve or have the potential to achieve to a level significantly above the average for their year group in school.

The term 'gifted' refers to those pupils who are capable of excelling in academic subjects such as mathematics or English whilst 'talented' refers to those pupils who may excel in areas requiring visual or spatial skills such as in PE, drama or art.

The term 'gifted and talented' is not to be understood as referring to the most able children in the national population. The term should be seen as relative and refers to the top 5% to 10% of any school, regardless of the ability profile of pupils at the school. It is expected that approximately 10% of pupils at our school will appear on the gifted and talented register at any one time.

Some gifted and talented pupils may also occur on the special needs register for behavioural, literacy or physical difficulties.

Pupils identified as gifted or talented can be identified at any age or stage as they may develop at different rates. Intelligence is not static and different factors can affect the development of intelligence.

Identification

Gifted and talented students are identified by making a judgement based on an analysis of various sources of information including:

- Test scores (end of key stage levels and other 'in-house' assessments)
- Teacher nomination (based on classroom observation, discussions with pupils, work scrutiny)
- Parental nomination
- Predicted test/ examination results

This information is collated by the Inclusion Manager and is made available to all staff. The gifted and talented register is regularly reviewed and updated.

Parents at St. Andrew's have an important part to play in the identification of their children's abilities and talents and are encouraged to discuss their child's achievements, interests and talents.

Organisational and in-class approaches

Important strategies include:

- Grouping pupils according to ability within the classrooms or in other teaching areas.
- 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, both in house and through the Oval Learning Cluster.
- Differentiation within subject areas.
- The development of independent learning by allowing pupils to organize their own work, to carry out tasks unaided, evaluate their work and become self-critical.

Planning

Teachers plan carefully to meet the learning needs of all children. We extend and challenge their understanding in a variety of ways through:

- Common activities that allow children to respond at their own level
- Discussions and questions that require higher order cognitive skills
- Enrichment activities that broaden a child's learning in a particular skill or knowledge area
- Individual or group activities within a theme that reflect a greater depth of understanding and a potential for a higher level of attainment.
- Providing opportunities for children to progress and challenge themselves at their own rate of learning.
- Setting homework, which also enriches learning, is linked to work undertaken in class allowing us further opportunity to set work at children's individual level.

Out of class activities

The following are offered on a regular basis:

- Enrichment days and activities – both in-house and as part of the Oval Learning Cluster.
- Residential experiences
- School clubs
- Musical and sporting activities.

Co-ordination and monitoring

The Inclusion Manager has overall responsibility for

- ensuring that the policy is implemented and reviewed regularly
- co-ordinating the monitoring of progress
- keeping the register updated
- providing support and advice to staff on teaching and learning strategies
- ensuring that the professional development programme includes relevant aspects of gifted and talented provision including the promotion of critical thinking skills
- monitoring children's progress through termly discussions with teachers
- liaising with parents on teaching and learning strategies
- observing classroom practice and evaluating children's work