

Blakedown C E Primary School

Gifted and Talented Policy

Policy Number 1.5.1

Gifted and Talented Pupils



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POLICY FOR GIFTED AND TALENTED PUPILS

1. STRATEGY

- 1.1 We believe that we should provide teaching that makes learning challenging and enjoyable, with all pupils achieving their full potential. We endeavour to help pupils develop their skills and abilities intellectually, physically, artistically and creatively.
- 1.2 Gifted and talented pupils should be given the opportunity to study subjects to a greater breadth and depth. Our policy guides staff to identify the best additional learning experiences for the children so that they are able to learn in and through a variety of ways, ensuring that they feel a sense of **joy** during their learning and **achieve** the best outcomes they possibly can and **serve** fully as positive members of society. They will start to identify how they and others are '**fearfully and wonderfully made.**' Psalm 139
- 1.3 We aim to provide opportunities to develop specific skills and talents. We are also mindful of the importance of our role in helping to develop the whole child and not just one aspect of their abilities. This document outlines Blakedown CE Primary School's practice for working with gifted and talented pupils and illustrates our commitment to them.

2. POLICY

2.1 Definitions

Gifted and talented pupils are those who demonstrate a significantly higher level of ability and/or potential than most pupils of the same age in one or more Curriculum areas or in any of the following (although not limited to these):

- 2.1.1 physical talent
- 2.1.2 artistic talent
- 2.1.3 musical talent
- 2.1.4 mechanical ingenuity
- 2.1.5 leadership
- 2.1.6 high IQ
- 2.1.7 creativity

It is worth remembering that able pupils can also be:

- 2.1.8 good all-rounders
- 2.1.9 high achievers in one area
- 2.1.10 of high ability but of low motivation
- 2.1.11 of good verbal ability but have poor writing skills
- 2.1.12 very able but with a short attention span
- 2.1.13 very able with poor social skills
- 2.1.14 keen to disguise their abilities.

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3. PROCEDURE

3.1 Identification

- 3.1.1 In identifying gifted and talented pupils, observation of pupils on a daily basis as well as data analysis is used, including the results of National Curriculum tests and a wide range of qualitative data, including teacher assessment, pupil observation and the examination of their work. The school makes sure the identification process is rigorous, transparent and fair. We do not discriminate against any group of children and include pupils who arrive after Reception and are late developers.
- 3.1.2 Where attainment is not high but there are indications of potential high ability, the school strives to identify that potential and nurture it.
- 3.1.3 Our aim is to build a comprehensive picture of each child's ability. When a gifted and talented pupil is identified through teacher assessment and professional judgement, further assessment will be carried out through:
 - 3.1.3.1 discussion with colleagues
 - 3.1.3.2 analysis of information from national and school-based tests
 - 3.1.3.3 continuous assessment using open/differentiated tasks
 - 3.1.3.4 careful record-keeping, collation of evidence, eg samples of work
 - 3.1.3.5 discussion with colleagues
 - 3.1.3.6 consultation with parents
 - 3.1.3.7 testing of individual pupils could be carried out if appropriate.

3.2 Whole-school Strategies

Opportunities for extension and enrichment are built into all our schemes of work.

We aim to:

- 3.2.1 create an ethos where pupils feel good about achieving excellence
- 3.2.2 encourage all pupils to become independent learners
- 3.2.3 provide appropriate resources
- 3.2.4 provide a flexible organisation, offering opportunities for the able pupils to work independently or with older pupils of the same ability
- 3.2.5 celebrate the achievement of pupils both inside and outside of school
- 3.2.6 involve pupils in decision-making.

3.3 Classroom Strategies

- 3.3.1 We acknowledge the importance of establishing the prior knowledge, understanding and skills pupils have to avoid unnecessary repetition of work.

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- 3.3.2 Through effective planning, assessment, record-keeping and liaison with children's previous teachers we aim to:
 - 3.3.2.1 establish what they have done previously in order to prevent repetition
 - 3.3.2.2 reduce peer pressure to underachieve
 - 3.3.2.3 provide challenges through high-quality tasks for enrichment and extension
 - 3.3.2.4 plan work, so that there is always extension material for the able children
 - 3.3.2.5 differentiate appropriately
 - 3.3.2.6 allow the children to make choices about, and organise, their own work
 - 3.3.2.7 set individual, challenging targets
 - 3.3.2.8 set individual homework
 - 3.3.2.9 expect them to carry out, unaided, tasks that stretch their capabilities
 - 3.3.2.10 develop their ability to evaluate and check work
 - 3.3.2.11 improve study skills

3.4 Professional Development

- 3.4.1 Staff attend courses to develop and update their skills. The needs of gifted and talented pupils are considered and advice sought from the local authority when necessary.

4. MONITORING AND REVIEW

- 4.1 The teachers assess the progress of gifted and talented pupils through normal classroom practice. Additional monitoring is done by the Senior Leadership Team, who looks at pupils' work on a twice termly basis. The Senior Leadership Team analyse and collate the results of national and school-based tests, which provide valuable information for future planning.
- 4.2 Discussion with the class teacher and the SENDCO, to consider appropriate support for these pupils, takes place each term.