

OXLEY PARK ACADEMY



POLICY FOR GIFTED AND TALENTED CHILDREN

Definition

In this policy a gifted or talented pupil is defined as one who functions at a significantly higher level of ability than most pupils at the same age, in one or more curriculum areas. Their abilities are so well developed and so far in advance of their peer group that the school has to provide additional learning experiences which develop, enhance and extend the identified abilities.

Areas of giftedness

intellectual
academic
creative
social
leadership
physical talents

Philosophy

The staff and Governing Body acknowledge that children start school at varying levels of development and that their experiences so far affect the way they present and react. We endeavour to be sensitive to their differences and make appropriate provision for them. We recognise the role of parents as educators and aim to work in partnership with them.

We believe that young children learn through first hand experience. It is through exploration and experimentation that they learn to understand the world around them. The quality of their education will be influenced by the opportunities and experiences provided and the response of the adults with whom they come into contact. Staff should be positive in their interaction with children, endeavouring to help them develop a good self image and encouraging them to be independent thinkers and learners.

Aims

We aim to:

- plan a curriculum which will build on and extend previous knowledge, skills etc, and provide new learning experiences for individual children.
- ensure that every child is given full and equal access to a broad and balanced curriculum appropriate to their individual needs.
- provided access to specific activities and a differentiated curriculum which supports and extends their individual needs and interests.
- offer a secure and positive environment which will promote the development of the whole child.

We are committed to providing an environment which encourages all children to maximise their potential, including all pupils who display some form of giftedness.

Intended Outcomes

By virtue of the implementation of this policy we expect staff to:

- recognise and acknowledge giftedness and ability
- maintain effective practices for identifying and assessing children's progress.
- plan appropriate provision for gifted and talented children in the light of school policies.
- make the G&T manager and the Personalisation manager aware of children they believe to be gifted/more able .

We expect the G&T manager to:

- produce guidance for teachers along with national guidance to help identify gifted and talented pupils.
- ensure that gifted and more able children are given a high profile as children with specific needs.
- maintain a record of children who we regard as being gifted or more able in one or more areas.
- offer advice to staff, as with other children with special needs.
- maintain an overview of the provision for talented children.
- discuss the provision for gifted children at special needs meetings as appropriate.
- Complete observations with a specific focus on the provision for G&T pupils

We expect the Governing Body to:

- monitor the provision for gifted children.
- discuss the provision for gifted children as part of the OCEAN Briefing report and at Governor Meetings.

We expect the children to:

- have access to a curriculum which is differentiated to meet their special needs.
- be acknowledged as gifted but not be made to feel "different".
- have a positive self-image as an individual and as part of a larger group.

We want parents to:

- be kept informed of their child's abilities.
- feel able to work in partnership with School staff.

Guideline for Implementation

Identification

A gifted pupil is identified through staff assessment and judgement and will be carried out through:

- regular observations of all children
- ongoing profiles of all children

- discussion of observations at planning sessions
- discussion with carers
- careful and detailed record keeping
- collation of evidence (i.e. individual pupil profiles)

Strategies

Planning, linked to observations of the children will enable staff to plan for differentiation, modifying or extending activities or resources to ensure good provision at all levels.

Staff will:

- develop appropriate strategies and relevant courses of action to meet the individual needs which have been identified.
- provided appropriate, differentiated work, ensuring that it does not involve irrelevant practice.
- encourage all pupils to become independent thinkers and learners and endeavour to help them develop a good self image.
- encourage pupils to organise their own tasks and to make choices about their work.
- encourage pupils to carry out tasks which stretch their capabilities.
- be aware of the effects of ethnicity, bi-lingualism, gender and social circumstances on learning and high achievement.
- recognise and praise achievement.
- Run Academies as extra curricular provision for children of talent

Monitoring the effectiveness of the policy

The policy and its effectiveness will be reviewed by all staff and Governors at yearly intervals or earlier if required.

Success Criteria

- Staff identify and acknowledge children who are more able or who have specific gifts.
- The curriculum provided is differentiated in order to meet the needs of the children as individuals.
- Gifted children have high self-esteem and a positive self-image as an individual and as a member of a group.
- Children do not underachieve.
- Resources which meet the needs of gifted/more able children are available and used effectively.

Responsibilities

The day to day implementation of this policy is the responsibility of the class teacher under the direction of the Gifted and Talented Manager

The Headteacher is responsible for monitoring the planned curriculum and ensuring the needs of the individual are met and that funding is made available for resourcing as required.

The overall responsibility for ensuring implementation of this policy rests with the Governing Body although this is delegated, on a day to day basis, to the Headteacher.

Reviewed: June 2014

Next review: June 2015