

Prudhoe West First School



Gifted and Talented Curriculum Policy 2014/15

Prudhoe West First School

Whole School Policy for the Teaching of Gifted, Talented & Able Pupils

Policy Rationale and Aims

At Prudhoe West First School we believe that an environment of creativity and commitment is required in order for all our pupils, whatever their gifts and talents, to reach their full potential. Such an environment where high quality, challenging teaching is supplemented by an extensive range of enrichment activities helps to create a culture in which our most able pupils will feel challenged and supported. Ultimately this should lead to increasing the aspirations and achievement of all our pupils.

'A rising tide makes all ships float higher in the water'

Aims

- To raise the aspirations and achievements of all our pupils, including the most able, encouraging them to become independent learners.
- To nurture individual personal qualities, gifts and talents
- To be aware of the effects of ethnicity, gender and social circumstances on learning and high achievement.
- To foster the emotional intelligence of all pupils so that they learn to recognise, share and value their gifts and talents.
- To inspire pupils by providing teaching which makes learning challenging and enjoyable and includes opportunities to develop higher order thinking and questioning skills.
- To further stimulate learning by use of extra curricular and enrichment activities.
- To provide training for staff and appropriate resources.
- To compile a register of pupils deemed to be the most able, as part of the whole school provision map.
- To involve parents in the needs of their gifted and talented children.
- To regularly audit provision for the most able pupils and closely monitor their progress.
- To maintain an ethos where it is OK to be bright.

Definitions

According to the DfES definition, approximately 5-10% of the pupil population are deemed to be gifted and/or talented.

- A gifted pupil is one who has the capacity for or demonstrates high levels of performance in an academic area of the curriculum.
- A talented pupil is one with a domain specific ability in a non-academic area
i.e. Physical talent
Mechanical ingenuity
Outstanding leadership or social awareness
Creativity and Performing Arts
- Additionally, between 20 – 30 % of a pupil population may be described as 'able' or higher attaining pupils.

Identification

A gifted or talented pupil could be identified using a variety of methods. The specific procedure will vary according to subject area but is likely to include elements of the following:-

- Teacher assessment of performance, potential or passion for learning.
- Assessment Test results and tracking of these results.
- Peer nomination
- Discussions with parents
- Specialist teacher nomination

It is worth remembering however that gifted or talented pupils can be:-

- Good all-rounders
- High achievers in one area only
- Of high ability but low motivation
- Of good verbal ability but low writing skills
- Very able but with a short attention span
- Very able but with poor social skills
- An SEN pupil who excels in a particular area
- Keen to disguise their abilities, possibly to fit in with their peers.

Provision in Lessons and Outside the Classroom

Like all pupils, the most able require frequent opportunities to apply their skills and understanding in order to develop and strengthen their knowledge base. This is achieved by providing a secure learning environment in and out of the classroom, using a variety of strategies, such as:-

- Use of open-ended questioning and 'thinking skills' techniques to encourage discussion and probe understanding.
- Incorporating investigations and problem solving activities into lessons to promote creative and lateral thinking.
- Ensuring lessons include differentiation by resources, task or outcome and give all pupils the opportunities to work with pupils of similar and/or differing abilities.
- Use of differing teaching styles to accommodate all types of learner.
- Planning enrichment and extension activities into lessons, in order to inspire and motivate more able pupils.
- Providing a variety of extra-curricular clubs to accommodate a range of different interests e.g. chess, art, football, choir etc.
- Incorporating 'Activity Days' and visits on specific themes as well as arranging visits by a variety of individuals, such as artists in residence, theatre companies or sports specialists.
- Use of regular homework to extend and enrich learning, including opportunities for research and to promote family involvement through 'talk homework'.
- Developing pupils ICT skills, both in and out of school, including the 'safe' use of the Internet.
- Sharing the 'Learning Objectives' and 'Success Criteria' in lessons and encouraging pupils to develop their ability to assess their own work and set their own targets for improvement.
- Encouraged to participate in out of hour's clubs and in house competitions.

Roles and Responsibilities

Headteacher and Leadership Team

The Head teacher and the Leadership Group, which includes the gifted and Talented Co-ordinator, have the overall responsibility to ensure that the provision offered by the school is effective in nurturing and developing the gifts and talents of all pupils.

This will be achieved by:-

- Consultation and discussion of the policy with all relevant staff
- Supporting staff in implementing and sharing good practice, providing in-service training, where necessary.
- Use of Performance Management procedures.
- Tracking pupil progress at individual and cohort level.
- Analysis of assessment data and using such data to set individual and group targets.
- Effective liaison with other phases and outside agencies.

Subject Leaders

Subject Leaders will need to: -

- Liaise with colleagues to ensure that long and medium term plans include activities which will provide sufficient challenge for more able pupils.
- Ensure a consistency of approach throughout the school.
- Disseminate subject specific data and information.
- Offer support, training and guidance to other staff as appropriate.

Class Teachers

Class Teachers will need to:-

- Implement the whole school policy and practices
- Monitor progress of their gifted and talented pupils.
- Consider their personal professional development.
- Liaise with subject colleagues with regard to individual pupils.

Governors

Governors, in their role as 'critical friends' have a special responsibility to ensure that no minority needs are overlooked.

The governor with overall responsibility for gifted and talented pupils will liaise with the Headteacher and Gifted and Talented Co-ordinator to monitor the effectiveness of the policy and provision for the most able pupils.

Parents

Parents will be expected to support the school in ensuring that their child achieves his or her full potential, in particular with regards to monitoring homework and study support.

Links: Teaching and Learning Policy

AM Hunter Gifted and Talented Leader

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