

<b>Name</b> Rebecca Vincent	<b>Date</b> 23.10.18
<b>Focus of visit</b> Gifted and Talented	<b>Classes/staff visited</b> Zelda Clennell school business manager in her new role as Gifted and Talented coordinator
<b>Summary of activities e.g. talking to staff and pupils, looking at resources, had lunch etc.</b>  I talked to Mrs Clennell about current plans for identifying, tracking and developing gifted and talented pupils.	

## **What have I learned as a result of my visit?**

### **Identification of G&T pupils:**

Gifted children are now termed "More able".

A new policy for "More Able and Talented" children is in the process of being developed. Mrs Clennell is working from a template policy from the "School Bus" website.

Mrs Clennell outlined to me her plans, developed with the senior leadership team, to re-think the way more able pupils are identified. Prior to this, all GDS pupils were listed on the register which was too many and not targeted enough to those who are consistently attaining beyond GDS.

The process had begun of looking at data to identify those with a scaled score consistently at or above 120 in their termly assessments. (Any child with a score of 114 + is deemed GDS so gifted children should be beyond this). After the December tests there will be a longer data trail to identify these children. There would still be opportunities for late developers to join the list of more able pupils. Mrs Clennell anticipated that there would probably be only a couple of children per class.

The way the list of talented children (drama, music, art, sport, languages etc.) was compiled was also changing. Parents would receive an online survey to ask them about their children's extra-curricular activities and asking what level they had attained e.g. grade 7 piano. In addition, where children's achievements were celebrated in school e.g. winning a competition, these would now be recorded to identify and track talented children.

The list should be up to date by January and we can meet again to look at next steps.

### **Provision for G&T pupils:**

After these changes have been implemented, there will be consideration of how best to provide opportunities for these children. Provision from the local high schools has been offered in the past but this is mainly for Years 5 & 6 and targets GDS children more generally. The school will be looking at ways to offer enrichment activities either in school or outside just for those children on the new list. As intelligent children can sometimes be shy, they might look at confidence building.

Tracking the progress of these children and evaluating the success of activities would be part of the next phase. Also ensuring that their class work is sufficiently paced and challenging for their abilities.

### **Positive comments about the visit.**

It was good to know that a new policy was being developed and that issues from the previous one were being addressed. Mrs Clennell was very knowledgeable and had given her new role a lot of thought.

### **Aspects I would like clarified/questions that I have**

Does the new G&T policy intersect with the post Ofsted action plan point to stretch more able children?

Is G&T on the SIP? (To follow up)

Will the new G&T policy be put on the school website?

How does the school communicate with parents and children about G&T? Do parents know if their child is on the G&T register? The information will be kept confidential as it can be divisive to divulge that some children are more able than others.

Are there examples of best practice that we could look at in other schools? Mrs Clennell wanted to follow through with the current plan before looking more widely. This might be appropriate further down the line.

**Ideas for future visits**

We agreed to meet up in January to look at the new list and talk about what happens next.

I offered to host a group of talented children for art at my studio and perhaps take part in art week in some way.

**Any other comments**

Signed Rebecca Vincent (parent governor) 25.10.18

*(Governor)*