

Woodbury Church of England Primary School



Gifted and Talented Policy

Policy adopted by staff	<i>January 2016</i>
Policy passed by Governors (FGB)	<i>January 2016</i>
Review date	<i>January 2018</i>

School Aims

We aim to provide a safe, happy and inspiring environment in which our children:

- feel valued and appreciate the beliefs, uniqueness and talents of others
- are happy, self-confident and resilient individuals
- love learning and have high expectations to achieve their potential
- are responsible, caring and active members of the community and wider society
- acquire the life skills needed to be safe and succeed in an evolving world

We aim to ensure Christian values are seen in action.

1. Rationale

All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. In our school we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement.

This policy outlines the school's practice and procedures relating to the support of gifted and talented pupils to help them reach their full potential.

2. Definition of gifted and talented

The school recognises in line with DfES guidelines that "gifted and talented" pupils are those pupils who achieve, or have the ability to achieve, at a level significantly in advance of the average for their year group."

Nationally, this would be expected to be between 5 and 10% of each year group.

3. Areas of gift and talent.

The following areas have been identified as being the main areas of ability and are based on the Howard Gardner's multiple intelligences.

- Verbal/linguistic
- Logical/mathematical
- Visual and Spatial
- Musical
- Kinaesthetic
- Inter-personal

- Intra-personal
- Naturalistic

We recognise these different areas. We describe pupils as being gifted if their abilities are verbal/linguistic, logical/mathematical or naturalistic. We describe pupils as being talented if their abilities are visual, spatial, musical, kinaesthetic, inter-personal or intra-personal.

4. Identification Strategies

We identify gifted and talented pupils in the areas listed in section 3. It is possible for a pupil to be gifted or talented in one area and also have special educational needs in another. We also identify pupils who are considered to have the potential to be gifted and talented in an area, but for some reason are not currently reaching their full potential.

We use a range of strategies to identify more able and very able children. The identification process is ongoing and begins when the child joins our school and involves staff, pupils, parents and carers. Data taken into account will include:

- Information from parents and carers.
- Information from previous teachers or pre-school records
- Discussions with pupils.
- Identification by staff using professional judgements, classwork and test and assessment results.

4.1 Identification of pupils gifted in English

Children gifted in English may be identified when they:

- demonstrate high levels of fluency and originality in their conversation;
- use research skills effectively to synthesise information;
- enjoy reading and respond to a range of texts at an advanced level;
- use a wide vocabulary and enjoy working with words;
- see issues from a range of perspectives;
- possess a creative and productive mind and use advanced skills when engaged in discussion;
- work confidently on objectives for year groups higher than their own;
- achieve levels in end of year tests at least one year above those expected for their year group.

4.2 Identification of pupils gifted in maths

Children gifted in Mathematics may be identified when they:

- explore a range of strategies for solving a problem;
- are naturally curious when working with numbers and investigating problems;
- see solutions quickly without needing to try a range of options;
- look beyond the question in order to hypothesise and explain;
- work flexibly and establish their own strategies;
- enjoy manipulating numbers in a variety of ways;
- work confidently on objectives for year groups higher than their own.
- achieve levels in end of year tests above those expected for their year group

4.3 The School Register

Pupils who are identified by the school as being gifted and talented are entered on to the school register together with the area of their gift or talent.

The register is reviewed each term and details of additional provision to meet the needs of the pupils entered on the school data tracking system (SPTO).

5. Teaching, Learning, Curriculum and Organisation

As appropriate, teachers will provide differentiated activities and a range of support and resources for gifted and talented pupils. Ongoing assessment against year group objectives and National Curriculum Levels are maintained and used formatively to set new curriculum targets for individuals so that they can achieve at the highest level and always aim to make further progress. Pupils are involved in this process and so are active partners.

In addition, extension activities that are more demanding of the children's abilities or enrichment activities that provide new and different ways of working will be provided. Where available, opportunities for Gifted and Talented pupils to work with pupils with similar abilities from other schools will be offered, often in the form of county courses or workshops organised by the local learning community.

6. Inclusion

Gifted and Talented pupils have equal access to all aspects of the curriculum and school life. The school recognises that some gifted and talented pupils may be keen to specialise early in some activities to the detriment of other experiences or subjects of the curriculum. However, pupils will be encouraged to fulfil their potential in the subjects in which they are gifted or talented without reducing the breadth of their curriculum.

Gifted and talented pupils do not always operate to their full potential. This can be due to a number of reasons including their desire not to appear different from their peers, undue parental pressure, low income or personal issues. Where this is the case, pupils are encouraged to reach their potential through development of intra-personal skills, financial support provided to enable pupils to attend specialised courses, open and constructive dialogue with parents and pastoral support to help pupils through personal difficulties.

7. Staff Development and Training

The school makes use of in house and local staff training and whenever possible enables staff to attend local courses and conferences.

8. Leadership and Management

The subject leader for gifted and talented pupils will:

- maintain the register in consultation with other staff.
- monitor the school's provision for pupils identified as being gifted or talented.
- monitor the progress of pupils identified as being gifted or talented.

This policy will be reviewed every two years by the Governors' Curriculum Committee.