

*St Mary's Catholic Primary
School*



Gifted and Talented Policy

St Mary's Catholic Primary School Gifted and Talented Children Policy

Introduction

At St Mary's Catholic primary 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 helps to ensure that we recognise and support the needs of those children in our school who have been identified as 'gifted' and 'talented' according to national definitions.

Gifted refers to academic strengths and Talented refers to a range of creative abilities for example in music, sports or the arts. These abilities are assessed in relation to their peers in their own year group or class.

In our school, children who are working between one and two years above age related expectations are classed as more able. Children who are working two or more years above age related expectations in one area or a range of areas are outstanding and should be identified according with teachers planning.

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

Aims and objectives

Through this policy we aim to:

- ensure that we recognise and support the needs of our children
- enable children to develop to their full potential
- offer children opportunities to generate their own learning
- ensure that we challenge and extend the children through the work that we set them
- encourage children to think and work independently

Identification of more able and very able children

Identification of Gifted and Talented children requires the use of both Quantitative and Qualitative data. Quantitative data includes the results of National Curriculum assessments, public examinations and other available test data such as standardised ability tests. These include music, art and sporting assessments. Qualitative information includes teacher assessment and nomination, pupil observation, exceeding assessment 'milestones' and the scrutiny of pupils' work.

We use a range of strategies to identify more able children. The identification process is ongoing and begins when the child joins our school. Each child's pre-school record gives details of their achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.

Children undergo the early years' foundation stage profile throughout the whole of the Reception year. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's profile with the parent, and use this information when planning for individual needs.

In EYFS teachers will monitor children who display higher than expected abilities compared to their peers and will collect evidence to support their assessments. However these children will not be included in the formal school register as this starts at year 1.

As the children progress through the school, we assess half-termly, and use our assessment (in Numeracy, Reading and Writing) to support teacher assessment to ensure that they are making the sort of progress that we are expecting of them in their personal targets.

The children undertake national tests in Year 2 and Year 6, plus PIRA and PUMA tests at the end of each term in all year groups. Teachers also make regular assessments of each child's progress in all subjects of the National Curriculum. We compare the information from these tests and teacher assessment with a range of national and LEA data, in order to ensure that each child is making appropriate progress.

Teachers discuss the children's progress with parents at the termly parents' evenings and in termly school reports.

A whole school register of Gifted and Talented pupils is produced once children have been identified. Any amendments to the register can be made at any point. However the coordinator must be informed and evidence documented to support the addition or removal of pupils to the register.

Identification in English and mathematics

More able and very able children in English may:

- 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.

More able and very able children in mathematics may:

- 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.

Provision

There are three basic ways of meeting the needs of more able, acceleration, enrichment and extension. **Acceleration** consists of enabling a pupil to access work, which would typically be for older pupils. This can occur through moving the pupil up a year group or through simply giving work which would more typically be given to older pupils. Acceleration would typically occur where a child is consistently working at two national curriculum levels above the average for their age and all stakeholders involved (including the child) believe it is in the best interest of the child. **Enrichment** consists of broadening a pupil's education. Enrichment can consist of enabling a pupil to study aspects of a topic, which there would not normally be time to study, or it can consist of adding extra subjects to the curriculum. **Extension** occurs when pupils are encouraged to develop more sophisticated thinking and reasoning skills.

At St Mary's Catholic primary we focus upon enrichment and extension as the two basic strategies for meeting the needs of more able and very able pupils. Acceleration is used only when there is a demonstrable reason for thinking that enrichment and extension are not fully meeting the needs of a pupil.

We enrich and extend the curriculum for the more able pupils in a number of ways:

Schemes of work indicate where additional resources and materials can be used to broaden more able and very able pupils' appreciation of a topic and add challenge.

Planning also indicates differentiated activities or outcomes for more able pupils.

We offer a range of extra-curricular activities for our children. These activities offer more able and very able children the opportunity to further extend their learning. More able and very able pupils are directed towards the relevant opportunities. Opportunities include a range of after school clubs.

Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children.

The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning and benefit from specialist visitors to school.

Management strategies

It is the co-ordinator's role to ensure the provision and practice within the school for more able and very able children. The co-ordinator's role includes:

- ensuring that the Gifted and Talented register is up to date;
- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by more able and very able children across all curriculum areas;
- regularly reviewing the teaching arrangements for more able and very able children;
- monitoring the progress of more able and very able children through termly discussions with teachers, reviewing tracking arrangements
- supporting staff in the identification of more able and very able children;
- providing advice and support to staff on teaching and learning strategies for more able and very able children;
- liaising with parents and governors on issues related to more able and very able children.

The co-ordinator for our G+T policy monitors this policy annually. The monitoring includes feedback from teachers, parents and children, as well as classroom observations of teaching and learning, and termly evaluations of children's work.