



SONNING CE PRIMARY SCHOOL

GIFTED AND TALENTED POLICY

Objective / Aims of Policy: This Policy aims to look at the ways and means by which more able and gifted and talented pupils can be identified and monitored whilst being educated at Sonning Church of England Primary School and how provision is made for them.

Sonning Author:	L Henderson	Lead Governor	Matthew Cherry
Approval By	A & S Committee	Team Reviewing	A & S
Based on Model Policy?	Yes	Uploaded to eSchools	

Description: At Sonning Church of England Primary School the achievement of all our children, including those who are more able, gifted and talented, is raised through higher expectations amongst the Governing body, Staff and the children themselves. This Policy clarifies the definitions, identification and provision of education for gifted and talented pupils and also looks at the roles of staff, Governors and parents in the process.

Version Control

Approved by	Date	Next Review due
A & S and FGB	May 2017	May 2020

SONNING CHURCH OF ENGLAND PRIMARY SCHOOL



Gifted and Talented Policy

<i>Approved by</i>	<i>Date</i>	<i>Next Review due</i>
Version 1	May 2017	May 2020



SONNING CHURCH OF ENGLAND PRIMARY SCHOOL Gifted and Talented Policy

Rationale

Sonning Church of England Primary School recognises the needs of all pupils and ensures no ceiling is put on achievement. There is recognition of the particular needs of more able, gifted and talented pupils which are evident in our curriculum, teaching and learning and assessment policies. At Sonning Church of England Primary School the achievement of all our children, including those who are more able, gifted and talented, is raised through higher expectations amongst the Governing body, Staff and the children themselves.

Our school recognises that there are pupils who have very high general ability across the curriculum or who have a talent in a specific area such as English, Mathematics, Drama, Dance, Sport, Art, Music or Leadership. These pupils are identified, challenged and supported in order to ensure that they learn, develop and progress at an appropriate pace.

Aims

Sonning Church of England Primary School aims to support Gifted and Talented pupils (G&T) by promoting 'excellence for all' through:

- Providing stimulating learning experiences for all pupils that encourage independence and autonomy and support pupils in using their initiative.
- Recognising underachievement in both individual pupils and identified groups of pupils
- Fostering the development of well-rounded and balanced individuals both intellectually, socially, physically, emotionally and spiritually.
- Encouraging pupils to reflect on the progress of their own learning and to understand the factors that help them to make progress.
- Encouraging pupils to be open to ideas and initiatives presented by others, thus promoting the importance of citizenship and cultural diversity.
- Creating a culture of success and celebrating achievement.
- Making creative use of the wider community to extend pupils' learning.
- Working in partnership with parents and carers to promote pupils' learning and development.
- Developing a range of identification and assessment procedures to ensure that the needs of more able, gifted and talented pupils are recognised and understood.

Definitions

Sonning Church of England Primary School adopts the DCSF (Department for Children Schools and Families) definition of gifted and talented children as:

"Those who have one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop these abilities). Gifted refers to those pupils who are capable of excelling in academic subjects"

Typically, children regarded as 'Gifted and Talented' will be performing a minimum of 2 academic years ahead of the expected standard for their age.

Identification

Sonning Church of England Primary Schools identification strategy makes use of pupil data as well as wider qualitative evidence. This includes:

- Quantitative data includes the results of National Curriculum assessments and other available test data such as standardised ability tests. Other data could include music, art and sporting assessments.
- Qualitative information includes teacher assessment, pupil observation, the scrutiny of pupils' work, and pupil/parental voice.

A range of people will be involved in the identification of Gifted and Talented pupils including:

- Children
- Parents/Carers/Relatives
- Teachers and other school staff
- Specialist external staff
- Adults involved in out-of-school activities
- Other professionals (e.g. sports coach)

Provision

Sonning Church of England Primary School will ensure the personal and academic needs of gifted and talented pupils are met through a carefully structured whole-school framework. More specifically, our school will:

- Nominate a G&T Co-ordinator in school to oversee the school's G&T provision and to monitor the progress of G&T pupils in association with the whole staff.
- Ensure that teachers make provision for G&T pupils to receive quality first teaching daily by providing appropriately differentiated learning opportunities.
- Agree and establish an identification procedure in school in order to identify G&T pupils and create a G&T register which is representative of the school's cohort, including all talents irrespective of whether they can be developed within school. This includes removing pupils at any time from the G&T register if the school feels appropriate.
- Regularly monitor and evaluate the effectiveness of G&T whole-school provision.
- Regularly review the school's policy for G&T pupils and to review and report on its effectiveness at Governing body level.
- Set targets for G&T pupils in line with whole-school target setting. This includes children on the G&T register receiving two 'Challenge targets' each term. These will be agreed with the pupil and shared with parents at a termly meeting.
- Consider a range of whole-school teaching and learning strategies for provision for G&T pupils and provide CPD opportunities as appropriate.
- Be pupil-centred, taking account of pupil's own interests, learning styles and cultures
- Provide a secure, learning environment where risk-taking is valued.
- Promote opportunities for G&T pupils to participate in enrichment activities within and outside the school: challenge days, master class, competitions, extra-curricular activities.
- Encourage pupils to use a wide range of resources and technology.

- Carry out self-evaluation to support school self-evaluation and School improvement planning.
- Promote the personal and social welfare of G&T pupils, including through the use of learning mentors (e.g. working with older pupils if appropriate).
- Establish partnerships with parents/ carers to support G&T pupils, to inform and ensure their views and concerns are taken into account. This will be principally through a termly meeting to review individual 'Challenge targets' with class teachers.
- Ensure that the needs of G&T pupils are considered in staffing, resources, room allocation and timetabling, and to use existing expertise to enhance provision.
- Ensure the effective transition of G&T pupils to the next year group at the end of an academic year.
- Collaborate with outside agencies that provide guidance, ideas and support for G&T pupils, e.g. NACE, YGT and The National Association for Gifted Children (NAGC).

Role of Parents and Carers

- To aid in the identification of G&T pupils e.g. on registering a child into school.
- To support their gifted and talented child by providing opportunities for her/him to attend extra-curricular activities.
- To be aware of the school policy and support any targets set for their child.
- To recognise and share in the celebration of their child's achievement.
- To work in partnership with the school to ensure provision is appropriate within the resources available.

Role of Governors

- A Governor will be appointed as G&T Governor and will hold leaders to account for provision of G&T pupils.
- G&T to be standing item on Achievement and Standards committee meeting agenda. (The G&T co-ordinator may provide an update regarding provision for G&T pupils).
- Governors to support senior leaders to allocate resources appropriately, including exploring external support if required.

Communication

- Parents will be informed by the class teacher if their child is to be placed on the G&T register. This will typically involve a meeting with the teacher and if possible the G&T co-ordinator.
- Termly meeting with pupil and parents to agree and share 'Challenge targets' for their child
- If appropriate the school website will provide details of G&T provision/resources
- Through communication channels (e.g. newsletter/email) ensure parents are aware of opportunities for G&T pupils.
- The school will utilise opportunities such as Friday celebration assembly to recognise and celebrate the achievements of G&T pupils (achievements inside and outside of school)

Monitoring and evaluation

The Governing body and Senior leaders will monitor and evaluate the effectiveness of this policy by:

- National, local and school data: - attainment and progress data.
- Progress, detailed in school self-evaluation – review of standards and provision by the senior leadership team of the school and if appropriate reports from G&T co-ordinator and/or School improvement officer.
- The range and quality of professional development and training opportunities offered within the school.
- School improvement plan priorities and resourcing.
- Ofsted inspection reports.
- Ongoing monitoring e.g. Classroom observation, Book scrutiny, Pupil conferencing etc.
- Evaluation of school events e.g. challenge days, based on pupil, teacher and parent responses (as appropriate).

Conclusion

Sonning Church of England Primary School endeavours to provide the highest standard of education to all pupils regardless of their ability. To this end the school aims to provide our most able pupils with an environment which enables them to grow and flourish.

Mr Luke Henderson
May 2017