

Policy for Gifted and Talented Pupils

Statement of Policy

This policy complements our whole school aims, which are to ensure that all children will achieve to their full potential and become active citizens who are able to contribute to the economic and social well being of their community. Our school community values and promotes the qualities of curiosity, independence, perseverance and respect. To this end we seek to provide teaching which makes learning a challenging and rewarding experience.

Our Aims

- To identify Gifted and Talented pupils in our school.
- To improve attainment and motivation of this group.
- To increase awareness amongst staff and parents of the needs and entitlements of Gifted and Talented students.
- To provide appropriate challenge in all areas of the curriculum.
- To support staff and curriculum development through training and resources.
- To provide relevant enrichment and extension opportunities for Gifted and Talented pupils.
- To widen pupils' cultural experiences.
- To set appropriate targets for individual pupil achievement.
- To offer guidance and support, and to break down the barriers to learning.
- To promote a culture where achievement is recognised and respected, and students feel secure enough to demonstrate their abilities.
- To monitor and evaluate progress on a regular basis.
- To raise awareness of equal opportunities in attainment, e.g. ethnicity, gender and social circumstances.
- To ensure effective transfer of information between Key Stages 2/3

Definitions

The school recognises in line with DCSF 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. The following areas have been identified as being the main areas of ability and are based on the Howard Gardner seven intelligences. Following DfES guidelines, category A includes gifted pupils and B to E pupils who are talented. We also seek to identify pupils who fit into these categories in the future (F) and who are not fulfilling their potential.

A. **Intellectual** (aspects of English, mathematics and science)

B. **Artistic and Creative** (art, design, music, drama.)

C. **Practical** (design and technology, mechanical ingenuity)

D. **Physical** (PE, sports, dance)

E. **Social** (Personal and interpersonal, leadership qualities, working with adults)

F. A pupil who could be recognised as gifted or talented but who is presently not reaching his or her full potential.

Identification Strategies

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, test and assessment results as well as pupil tracking data.

Children gifted in **English** may be identified when they:

- Demonstrate high levels of fluency and originality in their speaking and listening.
- Use research skills effectively to collate 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 viewpoints
- 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 above those expected for their year group

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.

The Gifted and Talented Register.

- Pupils who are identified by the school as being gifted and talented are entered on to the school register. The area of ability is recorded using

the categories A to E with further reference to the particular aspect in which they have a gift or talent.

- Parents or carers will be consulted before a name is placed on the register.
- The register will be reviewed twice a year at the time of pupil target setting during which an evaluation of whether the pupil is reaching his or her full potential will be made.

Teaching, Learning Curriculum and Organisation

As appropriate, teachers will provide differentiated activities and a range of support and resources for gifted and talented pupils.

- Curriculum planning at the school is objective led and details three levels of expectations of pupils as described in QCA schemes of work, year group objectives for numeracy and level descriptors in literacy. This enables teachers to adjust expectations according to ability for any programme of work.
- 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.
- As part of our involvement in the ISP at Norfolk; Termly Curricular targets are used to identify Targets for Higher Attaining pupils in Literacy, Mathematics and Science.
- In addition and especially at the end of Key Stages, extension activities that are more demanding of their abilities or enrichment activities that provide new and different ways of working will be provided.
- Opportunities for Gifted and Talented pupils in the area to work through involvement with Sheffield CYPD will be offered throughout the year.
- If appropriate, teachers would approach local secondary schools for resources and or advice to support pupils.

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 and personal experience of sporting activity, exercise breaks and fresh air.

Staff Development and Training

The school makes use of local staff training and whenever possible enables staff to attend local courses and conferences as long as these link closely to the School Improvement Policy.

Leadership and Management

Andrew Evers will act as coordinator for gifted and talented pupils at the school and 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 by making a twice-yearly review of individual assessments.

This policy will be reviewed every two years by the gifted and talented co-ordinator.