

MEOLE BRACE C of E PRIMARY SCHOOL  
GIFTED AND TALENTED POLICY

Rationale

This policy is a statement of the entitlement of children with high ability and/or talent at this school.

The policy reflects the expertise of staff within the school as well as the commitment of the school to support the able and/or talented child.

Aims

- To support the abilities, personal qualities and talents of all children.
- To ensure that all children receive an education appropriate to their abilities.
- To provide teaching which makes learning challenging and enjoyable and which provides higher order thinking and questioning skills.
- To employ a wide variety of methods of recognition of potential.
- To recognise under achievement and seek to remove it.
- To stimulate children through extra curricular activities and through curriculum enrichment.
- To have the expectation that the curriculum for all will be extended by realising the needs of the most able.
- To train staff and provide for these aims to be achieved.
- To audit provision through The Quality Standards.
- To compile a Gifted & Talented Register and enter this on the School census and SIMS.

Definition

Children are defined as gifted and talented in the following areas:

- A = Intellectual (aspects of English, Maths, Science)
- B = Artistic and creative (aspects of art & design, music, drama)
- C = Practical ( aspects of D&T, mechanical ingenuity)
- D = Physical (PE, sports, dance)
- E = Social (personal & interpersonal, leadership qualities, working with adults)
- F = A child who could be recognised as Gifted or talented but who is presently not reaching his/her potential

Exceptionally able children will be performing well above their chronological age.

Identification

Children are continually assessed throughout the year.

In addition the following methods will be used:

- Teacher observation

- Teacher assessment
- Use of attribute checklists
- Use of prior knowledge/background
- Peer nomination
- Parent nomination

No one single method can be entirely accurate. The school will seek to provide an enriched curriculum for all children, through which it will be possible to identify the most able.

### Organisational issues

- Acceleration is not usually recommended because there may be social difficulties through differences in levels of maturity. It should be possible to address the needs of these children within the appropriate year group through careful differentiation. However, there will be times when it will be appropriate for children to work with older children.

Withdrawal groups may be used but this must be done sensitively. Mentoring by adults or children may also be used. Opportunities for workshops at other schools should be taken up when possible.

### Provision

- An effective learning environment is provided across the school embracing ICT, specific resources, a positive ethos and a championing of success
- Enrichment/extension work is provided by all teachers in all classes as part of normal differentiated provision
- Working with others of similar ability is important and can be made possible by group work or setting. However, working with children of mixed ability is also recognised as valuable and essential.
- Differentiation should provide activities requiring higher order thinking skills.

Gifted and talented children need to be challenged in additional ways. The role of the teacher is vital in challenging the thinking of the gifted child and making learning creative and enjoyable.

### Extra curricular activities

These are highly valued for the gifted and talented child and include:

- Club activities covering a wide spectrum
- Additional activity events - e.g. as organised by the SDG, SGO
- Day and residential visits
- The use of specialists - e.g. visiting artists, authors etc

## Continuity and Progression

- Staff will liaise at Handover or Transition meetings
- The school will liaise at Y6 transition times
- The school will liaise with parents of children on the Register via annual reports, parent meetings, etc
- Parents and teachers will work together for the needs of the gifted and talented child

## Personal, Emotional and Social Issues

The school has an ethos of provision for the emotional, social and intellectual development of all children which involves developing the necessary skills as well as providing for the building of self esteem. This will be delivered through our PSHE work.

## Monitoring, Assessment and Evaluation

- The school will review the Register on a termly basis within each year group. Each term the progress of GAT pupils will be scrutinised through the Raising Achievement Plan process which will include termly review meetings.
- Underachieving children will be identified from the Register and actions put into place to address the issue.
- The G&T Register will be recorded on SIMS and included on the School Census.
- There should be reference made to G & T in the School Prospectus
- The school will evaluate provision through the use of The Quality Standards and The Classroom Quality Standards

Signed: .....

Date: March 2014