

St Chad's Patchway CE Primary School Policy for Gifted and Talented Children

VISION STATEMENT

“To be a happy, learning community, based on Christian values, which enables all children to reach their full potential.”

RATIONALE

In our school we aim to provide an ethos that challenges and supports our pupils towards high achievement and self esteem. We encourage and motivate all pupils to become interested, high quality learners. We want to involve all our pupils in their learning and make them future life long learners who can respond to challenges and opportunities.

The pupils with marked aptitudes (Gifted & Talented) are part of the whole school but may need some particular support to fulfil their potential. This document is to help us identify and make provision for them. What is good practice for them will enhance the learning for all pupils.

AIMS

- to ensure that the needs of more *able*, gifted and talented children, in common with all our children, are identified, their potential realised and progress monitored
- to provide tasks which makes learning challenging and enjoyable for all pupils
- to provide opportunities to develop children's specific skills or talents and, where appropriate, to work at higher cognitive levels
- to provide for the whole child; intellectually, socially, emotionally and spiritually.
- to recognise that high achieving children have special needs, which may be met by the provision of extension activities
- to create an atmosphere where success and high standards are valued by everybody

PRINCIPLES OF PRACTICE

- **Definition:** The pupils with marked aptitude are those who exhibit ability in one, or several areas, of learning that is above that of the majority of their peers. Their aptitude may be in any one of the following areas:
 - Academic e.g. Maths, history
 - Mechanical e.g. DT, construction
 - Physical skills e.g. dance, gymnastics, sport
 - Visual and performing arts e.g. music, drama, art
 - Creative thinking e.g. imagination and creative ideas.
 - Leadership and social skills e.g. running a group or meeting, taking on a role as leader or facilitator.

In appendix A there is a definition table that you might like to use when you are considering a pupil for marked aptitudes.

- **Identification:** It is fine to use a 'gut instinct' in identifying these pupils but to ensure we make a more objective and wider assessment factors in the following list should be considered.
 - Information from tests.
 - Teacher nominations
 - Consultation with parents
 - Peer group nomination e.g. who do they think is an ace footballer and why? (in school of course!)
 - Expert nomination e.g. Educational Psychologists and other professionals.

Identification will be an ongoing process and it is possible a child may come on and off the register during their time in school. Regular monitoring will review progress so there is a continuous awareness amongst all staff of the child's needs. Care needs to be taken in identification to ensure that it is sensitive to cultural, gender and socio-economic differences.

- **Provision:** Classroom activities that offer **choice, degrees of difficulty and open-endedness** will allow characteristically gifted behaviours to emerge and to be identified.
 - We will differentiate for all pupils
 - We will use ability groupings where appropriate.
 - We will make it clear in our planning where we are supporting these pupils.
 - We also need to differentiate/personalise by input, questioning, pace and resources.
 - Wherever possible, we will provide enrichment opportunities for specific pupils.
 - Where special provisions are made for a child the parents will be informed and made aware of how they can continue to support their child's development at home.

- **Roles and responsibilities:**

The G&T Co-ordinator

- Maintain a simple register and inform all staff of who is on that register. This will be kept as a hard copy in the Head's office and also electronically on the shared Q drive.
- Give or find support/advice to assist colleagues in supporting the pupils. This will include providing information and running in-service training / staff meetings when appropriate.
- Discuss pupils with staff and parents
- Liaise with appropriate staff to support effective transfer to KS3
- Nominate pupils for outside opportunities
- Liaise with Governor
- Liaise with Head
- Liaise with subject/curriculum leaders/SEN Co-ordinator
- Monitor planning and lesson observations for evidence of provision
- Interview the identified pupils for their views

The Head

- To share their class observations with the Co-ordinator where appropriate
- Overall view of fulfilling and evaluating the impact of the policy

The Class Teacher

- Responsible for identifying the pupils with support if needed
- To provide/broker agreed differentiation, extension and enrichment for the pupils
- To ask for advice, support or training as appropriate.
- Track, monitor and evaluate pupils' progress (attainment and achievement)

Governor

- To liaise with Co-ordinator and Head
- To talk to pupils and/or staff as appropriate

The Curriculum Leader

- To liaise with Co-ordinator for G&T
- Give or find support/advice to assist colleagues in supporting the pupils in their subject(s)

This policy should be considered in conjunction with policies on Special Educational Needs and Equal Opportunities.

This policy will be reviewed annually.

Summer 2009