

Policy for Gifted and Talented

Rationale

Our school aims state that we:

- *help pupils to acquire knowledge, skills, understanding and practical abilities to the highest standard of which they are capable*
- *promote the personal and social development of pupils*
- *develop positive attitudes and values*

and that

underlying these aims is the principle that each pupil, irrespective of gender, ability or cultural and ethnic background will be given equal opportunity to the whole curriculum.

This policy is an integral part of the school's broader development of maximum inclusion of educational opportunity for all pupils and states our commitment to providing an environment in which all pupils are enabled to realise their potential.

Aims

This policy is intended to support the following aims:

- The raising of aspiration for all pupils
- High expectations of achievement for all students
- Greater independence for all students

In order to achieve these aims, we will ensure that all students have opportunities to develop specific skills or talents.

Definitions

There are many definitions of 'gifted and talented'. The DfES definitions are as follows:

Gifted students have ability in one or more curriculum subjects.

Talented students have ability in subjects outside of the National Curriculum such as Sport and Expressive Arts.

Within the school we recognise that gifted and talented pupils can be:

- good all rounders
- high achievers in one area
- of high ability but have poor writing skills.

We also recognise that those pupils who are gifted and talented do not always show their ability. Such pupils are gifted and talented even though their abilities may be hidden or remain as potential.

Identification

Gifted and talented students are identified by making a judgement based on an analysis of various sources of information including:

- Levelled pieces of work / End of Term assessments.
- Teacher nomination (based on classroom observation, discussions with pupils, work scrutiny)
- Reading ages
- Liaison / discussions with parents / carers.

The gifted and talented register is regularly reviewed and updated.

Organisational and in-class approaches

Important strategies include:

- The coherent management of pupil groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of gifted and talented pupils in some groups there will be pupils who have gifts and talents in all groups.
- The provision of opportunities for gifted and talented pupils to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with older pupils occasionally.
- Additional provision / extension opportunities for pupils of exceptional ability.
- The provision of enrichment/extension activities and tasks.
- Differentiation within subject areas.
- The development of independent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical.

Co-ordination and monitoring

The gifted and talented co-ordinator has overall responsibility for

- (i) ensuring that the policy is implemented
- (ii) co-ordinating the monitoring of progress
- (iii) ensuring that the professional development programme includes relevant aspects of gifted and talented provision.

This policy is reviewed on an annual basis in the summer term by the gifted and talented co-ordinator.