



# SILCHESTER CHURCH OF ENGLAND PRIMARY SCHOOL POLICIES AND PROCEDURES

## Gifted and Talented Policy

**Mission Statement:** We aim to provide the highest quality of teaching and learning for all our children. We seek to create a Christian environment that is open, stimulating, safe and caring. We strive to value each individual and encourage attitudes of self-respect, responsibility and tolerance.

**DATE ISSUED:** December 2009

**DATE LAST REVISED:**

**DATE OF NEXT REVIEW:** December 2010

**PURPOSE:** The governors and staff at Silchester School acknowledge the potential of each individual pupil. This policy aims to ensure that we support the gifted and talented within our school through a broad range of opportunities.

**SCOPE:** This policy applies to governors, staff and pupils attending the school.

### SIGNATURES:

..... (HEAD TEACHER)

..... (CHAIR OF COMMITTEE)



We believe that:

- Supporting the needs of gifted and talented pupils is a factor in raising the achievements for all
- The social and emotional growth of gifted and talented pupils should be encouraged alongside the development of academic and practical potential.
- We should provide appropriate challenge within the broad and balanced curriculum of the school.

We aim to:

- Be sensitive to the impact of labelling a group of pupils as 'gifted and talented'
- Provide opportunities for all our pupils to reveal, display and extend their abilities
- Work with colleagues in local schools to share ideas and resources and provide opportunities beyond the classroom to extend gifted and talented pupils
- Work in partnership with parents both in the identification of gifted and talented pupils and ensuring provision is extended to meet their needs

### **Definition of Gifted and Talented**

The government defines Gifted and Talented learners as 'Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities)'

- Gifted describes learners who have the ability to excel academically in one or more subjects such as English or Maths
- Talented describes learners who have the ability to excel in practical skills such as sport, music, art, drama, or in an area of vocational skill
- We believe this refers to the upper end of the ability range in most classes (see Appendix 1 and 2 for the threshold for nomination)

### **Identification Strategies**

At Silchester we recognise that identification is a continuous process rather than a 'one-off'. We promote the early identification of gifted and talented pupils, use information passed on by other schools and exchange information within the school. We are vigilant about underachievement i.e. pupils with high potential who do not have matching attainment levels. We are aware that some gifted and talented pupils may also have special needs which will require support

We identify gifted and talented pupils using a variety of methods.

- Checklists - general and/or subject specific to help teachers with their initial observations, assessments and identification
- Foundation Stage Profile scores, SATs scores, standardised tests and the results of teacher assessments
- Teacher nomination following observed performance is an important part of the identification process
- Consultation with parents about their children's abilities and out of school activities

## **The Gifted and Talented Register**

Every teacher is a teacher of gifted and talented children. All teachers complete individual pupil profiles (see appendix 1/2) using the agreed identification criteria for the gifted and talented pupils in their class. These pupil profiles are used by the Gifted and Talented Co-ordinator (GATCo) to draw up and maintain the school's Gifted and Talented Register.

From experience we recognise that pupils' ability levels may fluctuate during their primary school years. It is also important to recognise that being on the register does not guarantee academic success.

### **Provision within the school and beyond**

This section should be read in conjunction with our Learning for All Policy.

We aim within the structure of the school to:

- Use the TASC approach to encourage personalised learning and develop skills of research, investigation and problem solving that can be used across the curriculum
- Group pupils to reflect those that have been identified as gifted or talented
- Differentiate work and resources to ensure extension and enrichment activities are provided for groups of pupils of similar abilities
- Use in-class support to further the learning of our gifted and talented pupils
- Make gifted and talented children partners in their learning, helping them to assess their work, reflect on their performance and set targets for future development
- Provide appropriate pastoral care in recognition of the particular emotional and social needs of gifted and talented pupils
- Encourage and celebrate the expression of special abilities, talents and achievement
- Utilise the expertise of people external to the school
- Provide a range of extra-curricular opportunities to encourage abilities and talents to flourish

### **Monitoring, assessment and review**

The school has a named person, the GATCo, who is responsible for monitoring the needs and progress of identified pupils and implementing and reviewing the policy in consultation with teachers, the senior leadership team, governors, parents and pupils.

The GATCo will ensure that:

- All teachers are involved in identifying gifted and talented pupils annually as a whole school process
- The Institutional Quality Standards are used annually to audit provision for gifted and talented pupils and the results are used to provide targets for the School Improvement Plan
- Teachers use the Classroom Quality Standards annually to evaluate provision in the classroom and identify areas for development
- Data about the progress of gifted and talented pupils is analysed with teachers and the senior leadership team as part of the school's monitoring cycle each term.
- The needs of gifted pupils are being met
- Talented pupils receive appropriate opportunities or guidance to meet their needs

- Links with local schools for information exchange, sharing good practice, teacher support, resources etc are extended
- Whole school training opportunities are designed to extend teachers' knowledge in relation to meeting the needs of gifted and talented pupils
- The specific needs of new staff and newly qualified teachers are met
- Parents are consulted and informed about the progress of their gifted or talented children at open evenings and through end of year reports
- Pupils' views are sought to monitor the effective implementation of the policy
- Information about gifted and talented pupils is transferred when a child leaves or moves on to secondary school
- Termly meetings with the named Gifted and Talented governor are arranged to monitor gifted and talented provision across the school.
- The school brochure will be updated to include information about gifted and talented provision
- The policy is reviewed annually