

Newlands Primary School Gifted and Talented Policy



THE KEMNAL ACADEMIES TRUST
Headteacher: Mr C Markham
Date: July 2015
To be reviewed: July 2018

SIGNED BY CHAIR/HEADTEACHER..........

DATE.....September 2017.....

GIFTED AND TALENTED POLICY

1. POLICY RATIONALE AND AIMS

1.1 A key feature of our school's Vision Statement is that we wish to create a culture of achievement.

1.2 We believe that all children are entitled to make the greatest progress possible.

1.3 We believe that any special abilities or talents should be identified as early as possible, and developed during the children's time at this school.

1.4 Our principal aims are to:

- Ensure that all staff can successfully identify gifted or talented children;
- Provide an education which is appropriate to the abilities and needs of such children;
- Develop the children's thinking skills through extended and enriched learning activities;
- Develop the specific skills or talents of each child;
- Be concerned not only for children's academic development, but also for their social, moral, spiritual and emotional development;
- Involve and encourage parents in meeting the needs of their gifted or talented children.

2. DEFINITIONS

2.1. "Gifted" pupils are those who have abilities in one or more subjects in the statutory school curriculum other than art, design and technology, the performing arts, P.E. and in sport.

2.2. "Talented" pupils are those who have abilities in art, design and technology, the performing arts, P.E. or in sport.

3. IDENTIFICATION

3.1 "Gifted and Talented" pupils will represent approximately 5 to 10% of each year group's entry but will not be restricted by this figure if nominations reflecting pupils' potential are appropriate.

3.2. Pupils are more likely than most to:

- Think quickly and accurately
- Work systematically
- Generate creative working solutions
- Work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations
- Communicate their thoughts and ideas well
- Be determined, diligent and interested in uncovering patterns
- Achieve, or show potential, in wide range of contexts
- Be particularly creative
- Show great sensitivity and empathy
- Demonstrate particular physical dexterity or skill

- Make sound judgements
- Be outstanding leaders or team members
- Be fascinated by, or passionate about, a particular subject or aspect of the curriculum
- Demonstrate high levels of attainment across a range of subjects or within a particular subject or aspects of work

4. PROVISION

4.1. Opportunities and activities should develop gifted and talented pupils. Experiences will engage interest, and stimulate thought and action at a high level.

4.2. Work will be targeted to pupils' abilities and previous knowledge, skills and understanding. It will be differentiated by expectation, task, resource, dialogue, support and pace as well as by targeted probing questions. Differentiation will modify the learning experience of the gifted and talented child to promote the opportunities for them to engage in higher-order thinking.

4.3. There will be activities organised to enrich and vary the curriculum experience for all pupils, designed to give specific opportunities for gifted and talented pupils to develop, by drawing them together for specific activities. There will be added breadth and range to a child's attainment and progress through activities and experiences that consolidate and widen the child's knowledge, skills and understanding.

4.4. Extension material will be developed to extend and develop the knowledge, skills and understanding of the identified pupils.

4.5. Progression will be possible for identified pupils in particular subject areas.

4.6. There will be collaboration between schools in order to pursue the development of provision.

4.7. Gifted and talented pupils will be given opportunities to mentor other pupils as a way of developing their own understanding and abilities.

4.8. Specialist teaching will provide teaching that utilises the particular skills and expertise of individual teachers.

4.9. Team teaching/team-based approaches in a year group, or in the whole school, will enable the skills or enthusiasms of particular teachers to be made more widely available to able, gifted and talented children.

4.10. Grouping arrangements will be reviewed to enable identified pupils to benefit from improved motivation, self-esteem, self-perception, attainment and achievement.

4.11. Efforts will be made to ensure that the School provides an appropriate learning environment, particularly for gifted and talented pupils with Special Education Needs.

4.12. There will be appropriate provision of extra-curricular programmes available to all pupils but designed to give specific opportunities for gifted and talented pupils to develop, by drawing them together for specific activities. Extra-curricular activities may include:

- Performing Arts or sports practice and performance or competition opportunities
- Special events – e.g. field trips, residential visits, etc.
- Providing out-of-school activities within the community
- Challenge projects for gifted and talented children
- Visits by experts
- Activities may take place as a single school activity or in collaboration with other TKAT schools.

4.13 Links with the local community will be established/maintained to enhance opportunities for progression.

4.14 Provision for allocation of appropriate resources of staffing, materials and outside agencies will be reviewed regularly.

5. ORGANISATION

5.1. The Gifted and Talented Leader will liaise with the School's Leadership Team, Governors, teaching and support staff to ensure the effectiveness of G and T provision

5.2. A team of staff will be established who will be the prime movers in the development of the initiative and who will work most closely with the identified pupils, e.g. to act as mentors.

5.3. Gifted and Talented Provision will be a Standing Item of the agenda of all leadership, Staff, Phase and Subject meetings.

6. TRANSFER AND TRANSITION

6.1. Feeder primary schools will be fully involved in the identification of gifted and talented pupils prior to transfer to secondary high schools.

6.2. The school will encourage participation in joint projects with secondary/feeder schools to enhance provision for pupils.

6.3. Destination schools will be fully informed about the skills, progress and attainment of pupils.

7. PARTNERSHIP WITH PARENTS

The School will liaise with parents on a regular basis providing information and advice on the provision for Gifted and talented pupils.

8. RESOURCES

8.1. Each subject area will regularly review provision of appropriate resources for the teaching of the full range of pupil ability, liaising with the G&T Leader.

9. ROLES AND RESPONSIBILITIES

9.1. The Governors will ensure that the policy for Gifted and Talented pupils is in practice and will monitor the process in collaboration with the Senior Leadership Team.

9.2. The Senior Leadership Team will approve the policy and then monitor the policy in practice through observation, reports and participation.

9.3 The G and T leader will be responsible for drawing up and reviewing the policy; determining the need for Staff Development; creating a team of teachers and support staff to mentor the identified pupils; to liaise and support subject leaders to ensure provision for identified pupils; to liaise with other schools, and outside agencies to develop their skills.

9.4 Teachers, Teaching Assistants, Support Staff and in-house and external mentors will work in collaboration with the G&T leader to provide opportunities for the identified pupils to progress and develop their skills.

9.5 The class teachers will:

- Fulfil their role in the identification and nomination of able, gifted and talented children
- Deploy the agreed professional approaches to the development of able, gifted and talented children;
- Ensure that the parents of able, gifted and talented children have ample opportunity to contribute to, and receive feedback about, the assessments of their children's progress.
- Provision map and set SMART targets for pupils with reviews during Assertive mentoring reviews.

10. MONITORING AND EVALUATION

10.1 The following methods will be used to monitor and evaluate the policy.

- Review of progress in the School Plan
- Discussion with staff, parents and pupils
- Scrutiny of pupils' work
- Classroom observation of teaching and learning, including pupil tracking.
- Scrutiny of data on attainment
- Review of formalised procedures for identification

Agreed by the Staff on (date):

Ratified by the full Governing Body on (date):