

Long Sutton Primary School

Gifted & Talented Children Policy



Introduction

In our school we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement developing the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

Aims and Objectives

We aim to:

- recognise and support the needs of our gifted and talented children.
- ensure that gifted & talented children develop to their full potential.
- offer children opportunities to generate their own learning
- to challenge and extend the children through the work that we set them
- to encourage children to think and work independently.
- to be inclusive.

Definition of Gifted & Talented

At Long Sutton Primary School the term 'gifted' refers to a child who is demonstrating high academic performance and is working significantly ahead of their peers thus achieving levels much higher than the expectations for that year group.

The term 'talented' refers to a child who excels in one or more specific fields, such as sport, music, drama, art and interpersonal skills.

The term 'able' refers to children working above the national average for their year group.

Identification of Gifted and Talented children

We use a range of strategies to identify gifted & talented children. The identification process is ongoing and begins when the child joins our school.

As the children progress through the school, we assess and track individual progress regularly to ensure that they are making good progress towards their personal targets. We identify them as gifted children when they achieve high levels of attainment. The following levels guide our judgements of 'gifted':

- End of Year R/beginning of Year 1 – Point 9
- End of Year 1/beginning of Year 2 – Level 2b and above
- End of Year 2/beginning of Year 3 – Level 3b and above
- End of Year 3/beginning of Year 4 – Level 4c and above
- End of Year 4/beginning of Year 5 – Level 4a and above
- End of Year 5/beginning of Year 6 – Level 5b and above

As well as using National Curriculum levels children can be identified as gifted and talented by teacher observation; parental referral (supported by evidence); and outside coaches/instructors/teachers.

The following lists of attributes can be used to help identify gifted children alongside formal and informal assessments:

Gifted children in English may display some or all of the following:

- demonstrate high levels of fluency and originality in their conversation
- use research skills effectively to synthesise information
- enjoy reading and respond to a range of texts at an advanced level
- use a wide vocabulary and enjoy working with words
- see issues from a range of perspectives
- possess a creative and productive mind and use advanced skills when engaged in discussion

Gifted children in maths may display some or all of the following:

- explore a range of strategies for solving a problem
- are naturally curious when working with numbers and investigating problems
- see solutions quickly without needing to try a range of options
- look beyond the question in order to hypothesise and explain
- work flexibly and establish their own strategies
- enjoy manipulating numbers in a variety of ways

Our robust assessment and tracking of children's progress allows us to ensure that all children make good progress and enables us to identify any who are at risk of underachieving.

Children identified as gifted or talented are included in the school's Gifted and Talented Pupil Register and approximately the top 10% of these are entered on the school census. This register can be updated throughout the year as necessary with a full review carried out at the start of each academic year.

Partnership with Parents/Carers

Parents/carers are informed of their child's inclusion on the school's Gifted and Talented Pupil Register at parents' evening. Parents/carers are informed of where the children are in their learning and what their next steps are and offered advice and support as appropriate to enable them to work with their child at home. An open dialogue and close partnership between the school and parents/carers ensures the best possible provision for the gifted and talented children.

Provision for the Gifted and Talented children

Teachers in our school have very high expectations and plan carefully to meet the needs of all our children giving them the opportunity to show what they know, understand and can do and enabling them to develop independent learning. Differentiation in the classroom can be shown in a variety of ways:

- a common activity that allows the children to respond at their own level
- enrichment tasks that broaden a child's learning in a particular skill or knowledge area
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment
- open ended tasks
- the opportunity for children to progress through their work at their own rate of learning
- the use of LSAs to support the able and gifted children
- the use of differentiated questions
- the opportunity for children to develop higher order thinking skills

We offer a broad, creative and enriched curriculum catering for all individual needs, learning styles, abilities and talents.

We also offer a range of extra-curricular activities for our children. These activities offer gifted & talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs participating in matches, tournaments, festivals, concerts etc. The school will do its utmost to give every opportunity to further develop talented children both through diversity in the curriculum and with extra-curricular provision.

The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning. Whenever possible, opportunities are given for gifted and talented children to attend activity days, workshops etc with similar children from other schools.

Leadership of Gifted and Talented Children

The Headteacher is the co-ordinator for Gifted and Talented. She works with the staff to identify gifted and talented children and ensures that appropriate records are kept, including the Gifted and talented Pupil Register, and that provision for the gifted and talented children is included in the school self evaluation process. She will provide support and advice for all staff and arrange further professional development opportunities as necessary to ensure high quality teaching and learning of gifted and talented children.

There is an appointed governor for Gifted and Talented who works with the Headteacher to monitor provision for these children. Regular reports are made to the curriculum committee of the governing body.

Monitoring, Tracking and Assessment

Teacher Assessment based on the use of Assessing Pupil Progress (APP) materials together with more formal assessments (QCA optional tests, EYFS profile and end of KS assessments) are used to identify and track the progress of gifted and talented children. Termly Pupil Progress meetings ensure that the children's progress and achievement is closely monitored and support can be offered as necessary. Contact is maintained by the co-ordinator with the main destination schools of pupils finishing year 6. This ensures that feedback is received on the attainment levels of gifted & talented pupils subsequent to their time at Long Sutton.

Signed: Headteacher

Signed: Chair of Governors

Date of Review: October 2010

Date of Next Review: October 2012