

# GIFTED AND TALENTED POLICY

St.Bridget's C of E Primary  
School

Policy Written October 2013

# **GIFTED AND TALENTED POLICY**

## **St Bridget's Primary School**

### **INTRODUCTION**

This policy is a statement of the entitlement of children with high ability at this school. It has been developed from reading and research, through staff consultation and by Continuing Professional Development (CPD).

The policy now reflects the expertise of staff within the school. It also reflects the commitment of the school to support the able child. The Governors will be aware of these needs and that there should be provision within the budget for resources.

### **AIMS**

- ❖ To support the abilities, personal qualities and talents of all children in an environment in which each child's potential can be realised and then developed to the full.
- ❖ To ensure that all children receive an education appropriate to their abilities.
- ❖ To provide teaching which makes learning challenging and enjoyable. To provide higher order thinking and questioning skills.
- ❖ To employ a wide variety of methods of recognition of potential.
- ❖ To recognise under-achievement and to seek to remove it through a partnership approach with all members of the school community.
- ❖ To stimulate children through extra curricular activities and through curriculum enrichment.
- ❖ To have the expectation that the curriculum for all will be extended by realising the needs of the most able.
- ❖ To train staff and to provide for these aims to be achieved.
- ❖ To audit provision through The Quality Standards.
- ❖ To compile a Gifted & Talented Register and enter this on the School Census

## **DEFINITION**

We adopt the main definitions provided by the Department for Education and Skills ( DFES) in their 2006 publication 'Effective Provision for Gifted and Talented Children in Primary Education'.

In defining what is meant by the term 'Gifted and Talented' pupils we have adopted the following definitions:

- **Gifted** describes students who have the learning ability that is significantly greater than that of their peers, to excel academically in one or more subjects such as English, drama, and technology.
- **Talented** describes students who have the ability to excel in practical skills such as sport, leadership, music, artistic performance. The above list is, of course, not exhaustive and students may display exceptional abilities in a wide number of areas.

## **RECOGNITION**

Children are continually tested by means of national tests and assessments throughout the school. In addition the following methods will be used:

- ❖ teacher observation and assessment
- ❖ checklists
- ❖ background knowledge
- ❖ the expertise of the co-ordinator in supporting the judgement of the teacher
- ❖ peer nomination
- ❖ parent nomination

No one single method can be entirely accurate.

## **ORGANISATION**

It should be possible to address the needs of these children within the appropriate year group. However, there will be times when it will be appropriate for children to work with older children, through curricular activities and through visits to secondary schools. Withdrawal groups can be used but these must be done sensitively. Mentoring is valid and to be welcomed. The school will provide mentors from adults within the school, Governors and the community at large.

## **CLASSWORK**

Enrichment/extension work is provided by all teachers in all classes as part of normal differentiated provision. This is shown on planning

documents. Working with others of like ability is important. This can be made possible by group work, or by the use of setting. Differentiation should provide activities requiring higher order thinking skills. Gifted children need to be challenged. The role of the teacher is vital in challenging the thinking of the gifted child.

### **EXTRA-CURRICULAR ACTIVITIES**

These are highly valued for the gifted and talented child and include:

1. Club activities - curriculum subjects, chess, sports, orchestra gardening etc.
2. Activity days and Master classes. These may be organised by The School, the Local Authority (LA) and The Regional Partnership.
3. Day and residential visits.
4. The use of specialists e.g. teachers from secondary schools, visiting artists and authors.

### **CO-ORDINATING AND MONITORING**

The following people can support this through regular reviews:

1. Headteacher
2. Gifted and Talented Co-ordinator
3. Class teachers
4. Teaching Assistants
5. Governor with responsibility for Gifted & Talented Children.

### **EQUAL OPPORTUNITIES**

St Bridget's School ensures that appropriate provision is available to all children, regardless of race, colour, faith, gender or physical/medical impairment.

### **REVIEW AND DEVELOPMENT**

Each year the school will review the register of able children in each year group. The Senior Management Team in its meetings will keep this list under review.

### **THE ROLE OF THE NAMED PERSON**

The named person for this school is Mr R Brown, he is responsible for:

- 1, Consultation with senior management, staff and governors
- 2 ,Ensuring liaison with parents when necessary
- 3, Regular reviews of the policy

- 4, Planning with colleagues when necessary an appropriate curriculum for the more able pupils
- 5, Monitoring provision
- 6, Keeping up to date with information about teaching gifted and talented pupils and disseminating information to colleagues.
- 7, Development of links with organisations and agencies who support gifted and talented.

## **PARTNERSHIP WITH PARENTS**

Parents and teachers will work together for the needs of the gifted and talented child.

**It is our responsibility to :**

- Give the parents clear information about their child's abilities in school.
- Draw parents into the identification process when appropriate.
- Inform parents of any action taken to meet their child's specific needs.
- Listen carefully and take appropriate action where parents do not think their child's needs are not being met.

**Parents should recognise that they can support their able child by :**

- Telling the school about their child's talents and abilities beyond the classroom.
- Providing a suitable environment in which their child can study and encouraging good study habits.
- Seeking advice from the school, LA. or voluntary organisations when their child is experiencing difficulties.
- Encouraging their child to take part in worthwhile and varied out of school activities and experiences.
- Being aware that their child will need a variety of skills and experiences in order to fulfil his/her potential.

## **ROLE OF GOVERNORS**

It is the role of the governing body to:

- 1, Ensure that this policy can be made to work.
- 2, Enable equality of opportunity for gifted and talented pupils.
- 3, Enable the sharing and expertise and the good practice in the teaching and management of gifted and talented pupils.

4, Ensure the fair distribution of resources.

5, Make sure that all relevant policies and documents refer to gifted and talented pupils.

### **SECONDARY TRANSFER**

The school will liaise with local secondary schools to provide information on Gifted & Talented Pupils and will ensure that criteria are discussed with parents to ensure smooth transition.