



BISHOP PERRIN Church of England Primary School

Gifted And Talented Policy

Aims

- ❖ To support the abilities, personal qualities and talents of all children.
- ❖ 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 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.
- ❖ Greater enterprise, self-reliance and independence for all students

Definition

Children are defined as gifted and talented in areas of:

- ❖ general intellectual ability
- ❖ specific aptitude in one or more subjects
- ❖ leadership
- ❖ creative and performing arts
- ❖ psychomotor ability

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

Gifted and talented pupils may:

- ❖ Think quickly and accurately
- ❖ Work systematically
- ❖ Generate creative 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 a wide range of contexts
- ❖ Be particularly creative
- ❖ Show great sensitivity or empathy
- ❖ Demonstrate particular physical skill or dexterity
- ❖ Make sound judgements
- ❖ Be outstanding 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

Planning and Organisation

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 small groups working with a Teaching Assistant. 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.

Cross Curricular Links

We encourage children who are gifted or talented to utilise their knowledge in all areas of the curriculum to broaden and enhance their questioning skills and higher order thinking skills. The areas of literacy, mathematics (particularly problem solving) and ICT often give gifted children scope to further develop these skills.

Types of Provision to Support Gifted & Talented in school

Class based

- high expectations
- planned extension opportunities &/or open ended tasks
- small, group or individual work
- differentiated homework
- thinking skills

School based

- clubs
- specialist teachers
- partnerships with secondary schools

Extra-Curricular Activities

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

1. Club activities
2. Activity days and Master classes.
3. Day and residential visits.
4. The use of specialists e.g. teachers from secondary schools, visiting artists, authors speakers or sportspeople.
5. A broad, creative curriculum, giving children a chance to thrive.

Inclusion

Gifted and Talented pupils have equal access to all aspects of the curriculum and school life. The school recognises that some gifted and talented pupils may be keen to specialise early in some activities to the detriment of other experiences or subjects of the curriculum. However, pupils will be encouraged to fulfil their potential in the subjects in which they are gifted or talented without reducing the breadth of their curriculum and personal experience.

Teachers need to be aware of children who have Special Educational Needs and who may also be Gifted and Talented. For example a child with dyslexia may have complex needs in literacy but may excel in numeracy/art/drama etc.

Staff Development and Training

The school makes use of local staff training and whenever possible, enables staff to attend local courses and conferences.

Management and Leadership

The SLT will:

- maintain the profile in consultation with other staff
- monitor the school's provision for pupils identified as being gifted or talented
- monitor the progress of pupils identified as being gifted or talented
- This policy will be reviewed regularly by the Curriculum and Achievement Committee.

Equal Opportunities

All children have equal access to the Gifted and Talented curriculum and resources, regardless of gender, race, ethnicity, religion or ability. Displays and references to Gifted and Talented members in our society show positive role models of gender, race, ethnicity and disabilities.

Spiritual, Moral, Social and Cultural Development

Teachers look for opportunities to develop a sense of wonder in Gifted and Talented children.

Resources

Resources are monitored and audited by the Gifted and Talented Co-ordinator. Resources are kept in the Inclusion Room for the use of all staff.