

WEXHAM COURT PRIMARY SCHOOL

Gifted and Talented Policy



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1 Aims and Objectives

At Wexham Primary School we aim to provide the best education we can for all our pupils in a happy, caring and healthy environment. We aim to provide a curriculum that is stimulating and challenging. Success is achieved in close partnership with pupils, parents, carers and other members of the community. We continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school is given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality and disability.

In our school we 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. This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified as 'gifted' and/or 'talented' according to national guidelines.

Through this policy we aim to:

- celebrate success in all areas of learning
- create a culture where all children want to learn and be the best they can be
- ensure that we recognise and support the needs of our children
- enable children to develop to their full potential
- offer children opportunities to generate their own learning
- ensure that we challenge and extend the children through the work that we set them
- encourage children to think and work independently

2 Definitions

Gifted: 'Gifted' refers to a child who has demonstrated a significantly higher level of ability than most other pupils in their peer group in one or more academic curriculum areas. This description applies to the top 2 per cent of children.

Talented: 'Talented' refers to a child who excels in the artistic and creative subjects or PE, but who does not perform at a high level across all areas of academic learning.

3 Identification of gifted and talented children

We use a range of strategies to identify gifted and/or talented children. The identification process is ongoing and pupil profiles begin when the child joins our nursery or school. Each child's Learning Journey gives details of their achievements and interests in particular areas.

Discussions with parents and carers enable us to add further details to these records. At the end of the reception year, the Foundation Stage Profile is completed, giving information about their developing skills and aptitudes across several areas of learning. We discuss each child's baseline assessment information with the parent, and use this information when planning for individual needs.

As the children progress through the school, we assess them regularly to ensure that they are making the progress expected in their personal targets. The children undertake national tests in Year 2 and Year 6, plus the optional national tests in Years 3, 4 and 5. We also use NFER non verbal reasoning tests in to identify gifted and more able pupils in KS2. Teachers also make regular assessments of each child's progress in all subjects of the National Curriculum. We compare the information from these tests with a range of national and LA data, in order to ensure that each child is making appropriate progress.

Parents have the opportunity at any time to discuss their child's progress. Teachers report annually on each child's progress, achievement and attainment in July. Targets are given to the parents each term as well as a brief report on their progress in the core subjects.

Parents have two compulsory 'Consultation' appointments and a third 'optional' one where a mini report of progress and targets are given and discussed.

4 Characteristics of gifted children

Gifted and more able children **tend** to exhibit some, but not necessarily all of the following characteristics:

- demonstrate high levels of fluency and originality in their conversation
- have unnecessary worries
- have a vivid imagination
- take an interest in difficult discussion areas such as politics or religious debate
- be dominant in a social group
- have a good memory
- respond positively to challenges
- become easily frustrated and resistant to repetitive tasks
- have wide interests
- show an in depth knowledge about a subject
- pursue particular interests well beyond what is normally required
- 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
- 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 or to write anything down (they often don't see any point in recording their methodology)
- show dissatisfaction with the results achieved, aiming for perfection
- 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

5 Planning and provision

Teachers in our school plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- a common activity that allows the children to respond at their own level;
- a differentiated activity that broadens a child's learning in a particular skill or knowledge area which maybe outside the curriculum
- an extension activity within a common theme that reflects a greater depth of understanding and higher level of attainment;

Children experience a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the very able learner.

From Year 1 onwards, we set targets for Reading, Writing and Maths. At Key Stage 1 & 2, we teach numeracy in ability sets as appropriate. Most of the groups contain children from their year group other than in Year 5 & 6 which are grouped together. Children are taught phonics in reading in ability groups from the beginning and teachers regularly review the progress of children, and children move between the groups as appropriate. This enables teachers to plan work that reflects the narrow band of ability in each group.

Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children.

We offer an extensive range of extra-curricular activities for our children. These activities offer gifted, talented and more able children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting, music and ICT clubs. Talented pupils also have the opportunity to compete in many inter-schools sporting events. We make parents aware of opportunities for pupils beyond the school context. Achievements, both in and outside school, are rewarded in assemblies and newsletters.

The children also benefit from access to specialist coaches and teachers, particularly in French, PE and music.

Where it becomes apparent that a child is exceptionally gifted, help can be sought from subject leaders and others within school, but also from the LA and from special services.

When target setting teachers set aspirational targets for all pupils and do not put a ceiling on what a child is capable of achieving. These challenging targets help to accelerate their rate of learning and to increase the percentage of pupils leaving Key Stage 2 with a level 6 in their learning.

Staff members are trained on any developments that are relevant for Gifted and Talented pupils. These can be in house during staff meeting and training days, or by attending external courses. Class teachers then inform support staff of any developments for the children they work with. Each Team Leader is responsible for ensuring the provision for Gifted/Talented children in their subject areas and monitoring this.

Children in EYFS and KS1 that are identified as being gifted or talented and placed on a 'monitoring list' until they reach 7 years old where they will have matured and their skills/talents are more noticeable from their peers. A decision will be made by scrutinizing all available evidence and speaking to all parties (including parents if appropriate).

6 Roles and Responsibilities

The class teacher will be responsible for:

- keeping regular assessment data in order to identify and monitor the progress of all pupils
- making provision, through a well-planned and differentiated curriculum for all pupils to be challenged to reach their potential
- making contact with the Headteacher and Team Leaders to confirm and support decisions on identification and provision for the gifted and able children
- reporting to parents

The Team Leaders role:

- ensuring that the more able and very able register is up to date with respect to their subject(s) and given to the SLT to manage the Gifted and Talented Register as a whole.
- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by gifted, talented and more able children across all curriculum areas;
- regularly reviewing the teaching arrangements for gifted and talented children;
- monitoring the progress of gifted, talented and more able children through discussions with teachers and teaching assistants
- supporting staff in the identification of gifted and talented children;
- providing advice, resources and support to staff on teaching and learning strategies for more able and very able children;

7 Monitoring and Evaluation

The SLT and Team Leaders monitor the policy on gifted and talented children on a regular basis and gives feedback to the governing body. The monitoring includes feedback from parents and children, as well as classroom observations of teaching and learning and scrutiny of children's work. Work samples are used to demonstrate standards and to inform the process of identification of gifted, talented and more able children. Pupils and parents views are sought annually and all feedback is analysed and used to support school improvement.