

St Mary's Catholic Primary School

Gifted and Talented Policy



2014

Gifted and Talented Policy

Date: December 2014

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RATIONALE

At St. Mary's Catholic Primary School we believe in the concept of lifelong learning and the notion that learning should be rewarding and an enjoyable experience for everyone; it should be fun! The provision for Gifted and Talented children reflects this.

Our mission statement is "My commandment is this - Love one another just as I love you" John 15:12 and we believe that the Gospel Values will be evident throughout our daily school life. These will enable us to equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives.

Throughout this document the terms "High Achiever(s)", "Able Pupil(s)" and "Gifted and Talented Pupil(s)" will be used synonymously these terms have been used in a variety of both official and unofficial documentation.

AIMS

The school aims:

- to help staff identify and assist Gifted and Talented children
- to enable parents to understand the provision that is available
- to make use of links with other schools and the wider community to enhance learning opportunities
- to develop a consistency of approach within the school
- to make catering for Gifted and Talented children an integral part of the school's approach to teaching
- to provide an inclusive environment by setting suitable learning challenges; responding to children's diverse learning needs; overcoming potential barriers to learning
- to fulfil the government's 2005 "Every Child Counts" agenda

DEFINITIONS OF A HIGH ACHIEVER

There are many definitions of 'gifted and talented'. 'Excellence in Cities' (EiC) guidance suggests:

- 'Gifted' learners are those who have abilities in one or more subjects in the statutory curriculum other than art and design, music and PE;
- 'Talented' learners are those who have abilities in art and design, music, PE or performing arts such as dance and drama.

The term 'gifted and talented' is not to be understood as referring to the most able children in the national population. The term should be seen as relative and refers to the top 5% to 10% of any school, regardless of the ability profile of pupils at the school.

Within the school we recognise that gifted and talented pupils can be:

- good all rounders
- high achievers in one area
- of high ability but have poor writing skills.

We also recognise that those pupils who are gifted and talented do not always show their ability. Such pupils are gifted and talented even though their abilities may be hidden or remain as potential.

IDENTIFYING GIFTED AND TALENTED CHILDREN

There is no one method of identification, instead a variety will be employed which are transparent, non-discriminatory, flexible and effective. This will be a continuous, whole school process, underpinned by classroom and curriculum arrangements. They will include the following:

- teacher assessment, using criteria in the checklist overleaf and subject specific lists
- National Curriculum attainment
- Standard Assessment Tests(SATs)
- Views of parents and other adults eg. Teaching Assistants
- Standardised test scores eg. Reading tests, spelling tests etc
- Views of outside agencies eg. Educational Psychologists, health visitor
- Achievements in extra curricular activities eg. Participation in exhibitions, public events, specialist clubs
- Involvement and achievements in competitions school or county competitions
- Pupil self –awareness
- Peer group recognition

The school has a register of children identified as Gifted and Talented.

CHECKLIST FOR IDENTIFYING GIFTED AND TALENTED CHILDREN

A	Learns easily	
B	Original, imaginative, creative	
C	Persistent, resourceful, self-directed	
D	Inquisitive, sceptical	
E	Informed in unusual areas often beyond their years	
F	Artistic	
G	Outstanding vocabulary, verbally fluent	
H	Musical	
I	Independent worker, shows or takes initiative	
J	Good judgement , logical	
K	Versatile, many interests	
L	Shows unusual insights	
M	Shows high level of sensitivity, empathy	
N	Has excellent sense of humour	
O	Exhibits unusually extroverted or introverted behaviour within a group	
P	Unusually high motivation and self expression	
Q	Speed and agility of thought and preference for verbal rather than written expression	
R	Shows leadership qualities	
S	Socially adept	
T	Physical	
U	Behavioural indicators	

Courtesy: Solihull LEA

It is not necessary for all indicators to be present.

SCHOOL PROVISION

St. Mary's aims to meet the needs of Gifted and talented children by using a wide range of teaching styles based around school organisation, classroom practice and out of school learning opportunities involving both enrichment and extension. Dfes (2002) uses "enrichment" to mean studying material from the school's existing subjects to give greater breadth, and "extension" to mean studying material from existing subjects in greater depth.

Below are some practical ways of meeting children's needs:

- Providing a broad and balanced curriculum
- Teaching children to be independent learners by giving them the responsibility of independence within the task and opportunities to do their own research
- Placing the child in a position of leadership (including class council)
- Recognising that learning to learn and the enjoyment of learning is as important as passing tests
- Using enrichment sessions
- Using more demanding resources to deepen understanding
- Recognising achievement eg class reward systems
- Setting targets
- Using discussions and debates
- Using talking partners
- Setting different homework tasks
- Peer marking to encourage critical thinking
- Valuing quality not quantity
- Providing enrichment tasks
- Providing problem solving activities
- Using investigations
- Maintaining high pace
- Providing opportunities to develop personally, socially and emotionally
- Developing a positive partnership with the child and their parents/guardians
- Developing questioning skills
- Providing first-hand experiences
- Carefully monitoring pupils progress
- Providing engaging activities
- Differentiating, paying close attention to the needs of all pupils
- Carefully transferring information to other teachers

RESOURCES

- Specific resources may not be necessary where an adequate range of teaching and learning styles allows for challenge
- Staff continuing professional development

CO-ORDINATION AND MONITORING

The gifted and talented co-ordinator has responsibility for:

- Ensuring that the policy is implemented
- Communicating and liaising with parents, pupils and colleagues
- Co-ordinating the monitoring of progress
- Maintaining the Gifted and Talented Register
- Keeping up to date with developments in supporting Gifted and Talented pupils

EVALUATION OF THE POLICY The policy will be reviewed and evaluated annually

Adopted date:	
Signature of Headteacher:	
Signature of Governing body:	
Next review date:	December 2017