

Milton Road Primary School

Policy for Gifted and Talented Pupils

Approved by the governing body on To be reviewed

Rationale

Milton Road Primary School believes that all children within our community have equal rights to the opportunities offered by education.

This includes the right

- to access high-quality educational experience
- to participate in a broad and balanced curriculum which challenges, motivates and rewards them, socially, intellectually, creatively and personally
- To develop depth and confidence

Definitions

We have identified our *gifted and talented* pupils in each year group. These are pupils who achieve, or who have the ability to achieve, at a level significantly in advance of their age related expectations.

We will strive to identify those gifted and talented pupils who have the potential to achieve, but do not regularly demonstrate high achievement.

- **Gifted Pupils**

We have identified gifted pupils as those with exceptional academic abilities in one or more subjects which are significantly above the national average.

- **Talented Pupils**

We have defined talented pupils as those with exceptional abilities in art, music, PE, or in any sport or creative art, or with exceptionally well developed social skills.

Gifted and talented children may demonstrate abilities in one or two curriculum areas or in any of the following:

- Linguistic intelligence
- Logical-mathematical intelligence
- Visual-spatial intelligence
- Musical intelligence
- Bodily-kinaesthetic intelligence
- Interpersonal or social intelligence
- Interpersonal or intuitive intelligence

Gifted and Talented pupils may:

- Perform extremely highly on standardized test of ability.
- Have high achievement in more than one area.
- Have high achievement in one area.
- Have high ability but low motivation and possibly underachieve.
- Have high verbal ability but poor writing skills.
- Have high ability with short attention span.
- Have high ability with poor social skills.
- Make efforts to disguise or hide their ability and consequently underachieve.

Statement of Intention

In order to support our gifted and talented pupils we will:

- seek the participation of all students in learning which leads to the highest possible level of achievement and personal fulfillment.
- develop inclusive practice which will benefit all pupils and the staff working within the school
- have high expectations that are supportive of academic success.
- ensure effective inclusive practice which will lead to school improvement.

Identification

Our identification strategy will make use of hard data and also draw on a wider range of qualitative evidence eg.

- Teacher observation and assessment
- Check lists of characteristics
- Testing such as SATs etc.
- Pupils profiles
- Background knowledge from parents
- Discussions with pupils
- Curriculum opportunities e.g. open ended tasks
- Information from external agencies e.g. clubs

Pupils may be identified at any time. We expect class teachers, the gifted and talented inclusion manager and the SMT to be fully involved in assessing the strengths of individual pupils to ensure their needs are met.

Provision for Gifted and Talented Pupils

This will depend on the individual learning needs of the pupil and be in accordance with our teaching and learning policy.

We will consider a range of strategies:

- differentiated planning to include a minimum of support, core and extension
- setting
- fast-tracking
- working with older pupils
- withdrawal groups
- mentoring
- opportunities for children to work in a variety of grouping situations eg whole class, group work, paired work, independent study
- homework
- enrichment days
- master classes within school and within networks
- facilitate opportunities to participate in activities outside school which may involve absence from school
- opportunities to celebrate achievements from both school and outside school activities e.g. celebration assemblies
- enriching the curriculum by using stimulus students, parents and other adults with special skills or knowledge
- enrichment activities using local amenities such as museums, workshops, lectures at the university and so on
- seizing opportunities outside school such as competitions
- providing extra curricular activities, inside school but outside school hours

Teaching

- effective use of ICT
- provide for a range of different learning styles
- provide opportunities to develop thinking skills, problem solving, higher order skills and communication skills

Organization and Responsibilities

Named Coordinator

Our Inclusion manager for gifted and talented children is Sheila Hiley

The Inclusion Manager for Gifted and Talented Children will:

- Exemplify good practice in meeting the learning needs of able, gifted and talented pupils
- Liaise with class/subject teachers to support provision for those pupils
- Research suitable resources and generally support staff in providing for those pupils
- Develop a resources base as funds allow
- Keep themselves up to date with developments in this field through

- School membership of NACE (National Association for Able Children in Education), NAGTY (National Academy for Gifted and Talented Youth) etc.
- Reading including subscriptions to periodicals e.g. Aspire
- Attendance at relevant training
- Deliver or manage CPD for all school staff in this area of practice
- In consultation with the school management team deploy learning assistants, outside experts, specialists, mentors and other members of the community as appropriate
- Ensure all teachers keep appropriate records re able, gifted and talented pupils and that these are transferred to the next year group or school as appropriate
- Using the Cambridgeshire data framework, track pupil progress and report to SMT on a termly basis and to governors annually

The Class Teacher will:

Take steps to identify gifted and talented pupils within their class as soon as possible

Organize assessment with the inclusion manager and gather data to support the nomination

Agree, plan and implement appropriate provision and support strategies through termly parent consultations.

Include provision in medium and weekly plans

Partnership with Parents

The involvement of parents and students in a partnership to support learning is crucial in determining educational outcomes. Where parents and pupils are actively involved with schools in the development and planning of the pupil's education, inclusion is more likely to prove successful.

To this end we will:

- liaise with parents at parent consultations (as a minimum)
- hold termly reviews against targets as with other children in the peer group
- report on progress annually (annual report)
- communicate external opportunities for extension activities relevant to more able, gifted and talented pupils both locally and nationally
- discuss pupil participation in relevant activities outside of school which may involve absence from school
- communicate school's provision in our prospectus and annual report to parents

Monitoring and Evaluation

Provision for able, gifted and talented pupils will be a regular part of the school's monitoring of learning and teaching.

The gifted and talented co-ordinator will review the progress of pupils identified on the high ability register termly and report to the SMT.

The able, gifted and talented co-ordinator will provide the governors with a report on progress with gifted and talented provision annually to contribute to the school's annual review and School Improvement Plan.

Process for Development and Review

This policy will be reviewed in accordance with our programme of policy review and as part of our annual review for the School Improvement Plan.