



Clarendon Primary School & Children's Centre

Gifted and Talented Policy

Introduction

- At Clarendon Primary School we aim to 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 Talented*.
- In these guidelines the term 'Talented' refers to a child who if Talented, is in the top 5 - 10% of pupils in a school as measured by actual or potential achievement.
- More able children will also take into account the top 10% for maths, reading and writing in each cohort of children. Work sampling will be kept for these children.
- The cohort of pupils is not defined. Pupils develop at different rates and with pupils joining and leaving Clarendon, it may well happen that a particular pupil may fall within the definition of 'Gifted and Talented' one year, but not another.
- Each teacher regularly reviews the children's progress.
- Teachers discuss progress with parents and children at the termly consultation evenings and report annually on each child's progress in the summer term.
- The mission statement of our school talks of pupils always learning and always achieving, irrespective of their ability.
- The aims of our school make specific reference to teaching and learning that takes into account the needs of all children.
- They also identify the commitment to giving all our children every opportunity to achieve the highest of achievements.
- This policy should be read in conjunction with the Equal Opportunities, Assessment and Inclusion Policies.

Aims and Objectives

Through this policy we aim to:

- Ensure that we recognise and support the needs of our children
- Enable children to develop their skills and attributes
- Offer children opportunities to generate their own learning
- Ensure that we challenge and extend the children through the work and skills that we set them

- Encourage children to think and work independently
- Encourage children to independently think about and participate in the next steps in their learning
- Encourage children to evaluate their learning and identify ways to enhance their learning and skills

Identification of children who are Gifted and Talented

- We use a range of strategies to identify the Gifted and Talented children.
- The identification process is on going and begins when the child joins our school.
- This may be through formal or informal assessments.
- Discussion with parents and children occurs during the year to ensure an understanding of areas of interests and hobbies outside school.
- The development of such hobbies or interests may be an indicator that a pupil may be Gifted or Talented.
- Pupil feedback -allowing pupils the opportunity to contribute observations about their own strengths and weaknesses, and also those of their peer group, can be an effective way of involving them in the identification process.
- It can also provide useful insights, which can help in the identification of underachieving gifted and talented pupils.
- Teachers have an important part to play in the identification of gifted and talented pupils, because a class teacher or subject teacher is usually particularly well placed to identify those pupils who are gifted and talented in relation to their peer group.

Checklist of Gifted and Talented.

We suggest that gifted and talented children and young people are likely to have some or all of the following:

- think quickly and accurately
- work systematically
- generate creative working 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 dexterity or skill
- make sound judgements
- be outstanding leaders or 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 within a particular subject, or aspects of work

Good Practice should:

- focus on in-school provision;
- signpost to activities outside school if applicable
- address an identified issue or area of concern
- be innovative practice, including the adaptation to your circumstances of good practice you have observed, or build on existing practice
- include sufficient information to be readily understood, and replicated, by the wider teaching community
- encourage pupils to take risks

Teaching and Learning style

Teachers at Clarendon 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:

- an enrichment activity that broadens a child's learning in a particular skill or knowledge area
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment
- an understanding of their own learning style and how to support their learning
- an activity to ensure that the children are working towards challenging but achievable targets.
- Children meet 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 Gifted and Talented learners.
- We offer a range of extra-curricular activities for our children.
- 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.

- The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning and skills.

Management Strategies

The Gifted and Talented co-ordinator, co-ordinates the provision and practice within the school for Gifted and Talented children. The role includes:

- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by Gifted and Talented children and across the curriculum.
- regularly reviewing the teaching arrangements for Gifted and Talented children
- monitoring the progress of Gifted and Talented through termly discussions with teachers
- supporting staff in the identification of Gifted and Talented children
- providing advice and support to staff on teaching and learning strategies for Gifted and Talented children
- liaising with parents, governors and LA officers on issues related to Gifted and Talented children
- ensuring appropriate provision is in place for the Gifted and Talented
- collecting data on the Value Added of the Gifted and Talented children across the school and feeding back to the SMT

The Senior Management Team monitors this policy on a regular basis and gives feedback to the governing body. The monitoring includes feedback from children, as well as regular classroom observations of teaching and learning both from the SMT and the Governing Body.

Date reviewed by governing body: Summer Term 2014

Date due for review: Summer Term 2017