

Willerby Carr Lane Primary School



GIFTED AND TALENTED POLICY

AIMS

The school aims to provide an environment in which all pupils are enabled to realise their potential. We aim to help our pupils to develop their skills and abilities: intellectually, emotionally and socially. We aim to provide teaching which makes learning challenging, and engaging and enables pupils to reach their potential

OBJECTIVES

- 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 recognise under-achievement and to seek to remove it.
- 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.
- To train staff and to provide for these aims to be achieved.

DEFINITION

- ‘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.

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
- teacher nomination
- peer nomination
- parent nomination

ORGANISATION

Children may be ‘accelerated’ in maths and/or phonics – a process whereby gifted and talented children are taught with pupils in a higher year group. The decision on whether to accelerate or not, takes into account not only the academic ability of the pupil but also their social maturity and how they would be expected to cope working alongside older pupils.

More often, it should be possible to address the needs of these children within the appropriate year group. Withdrawal groups are also used but these must be done sensitively.

Children may be ‘set’ within a year group for Maths, English and phonics.

CLASSWORK

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 setting. 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.

EXTRA-CURRICULAR ACTIVITIES

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

1. Club activities – curriculum subjects, plus chess, art, gardening etc.
2. Day and residential visits.
3. The use of specialists e.g. teachers from secondary schools, visiting artists and authors.
4. A broad, creative curriculum, giving children a chance to thrive.

CO-ORDINATING AND MONITORING

The following people can support this through regular reviews:

1. Headteacher
2. Inclusion Manager
3. Gifted and Talented Co-ordinator

PARTNERSHIP WITH PARENTS

Parents and teachers will work together for the needs of the gifted and talented child.

SECONDARY TRANSFER

The school will liaise with local secondary schools to provide information on Gifted & Talented Pupils.

SUPPORT

The school is able to access support through:

- NAGC - the National Association for Gifted Children – which supports the families of gifted children in the UK.
<http://www.nagcbrtain.org.uk/>
- NACE - the National Association for Able Children in Education
<http://www.nace.co.uk/>

These organisations do provide journals and courses.

Some children are themselves members of the above groups and attend activities associated with them.

The L.A provides support and CPD on meeting the needs of Gifted and Talented pupils.
http://www.eriding.net/inclusion/gifted_and_talented.shtml

The inclusion manager holds a library of books relating to Able Children in the school.

The National Strategies Gifted and Talented area currently provides guidance, materials and resources to support local authorities, school leaders and leading teachers in meeting the needs of gifted and talented learners. Soon, it will also feature materials designed for learners and an advanced needs analysis functionality that will support an ongoing dialogue between G&T learners and their teachers in schools

www.dcsf.gov.uk/ygt.

THE NATIONAL ASSOCIATION FOR GIFTED CHILDREN (NAGC) has developed ten principles of good practice for schools. They are:

1. Flexibility in meeting needs
2. Valuing diversity, dealing with underachievement
3. A partnership with pupils and parents
4. The leadership of the Headteacher and Senior Team
5. Regular observation and review with early and prompt intervention
6. High teacher expectations
7. Positive attitudes by teachers who are prepared to “Go the extra mile”
8. Close primary/secondary liaison
9. Good use of external resources
10. The absence of labels, working to the child’s strengths.