

Gifted and Talented Policy

Rationale

Our school teaching and learning policy states that:

“Our vision is to create a secure, supportive, calm and happy environment where all pupils can take their “first steps to tomorrow’s world”. In this environment our children can realise their full potential intellectually, creatively, morally, socially and physically.”

This policy outlines the purpose, nature and management of the teaching and learning of more able and gifted and talented pupils at Market Weighton Infant School. All pupils have individual needs, which put personalised learning at the heart of our teaching and learning.

Aims

- To provide teaching which makes learning challenging and enjoyable and which provides greater thinking and questioning skills.
- To provide opportunities to identify and nurture those who are more able in a variety of different areas of the curriculum.
- To ensure a consistent approach to the identification and support of the gifted and talented child.
- To raise the aspirations and achievements of all children.

Definitions

Gifted and talented learners are defined as those children and young people with one or more abilities developed to a level significantly ahead of their year group (or with potential to develop those abilities). Gifted and talented pupils are in the top 5-10% of the school population.

Gifted Learners: Pupils who have abilities in one or more subjects in the statutory school curriculum, other than art and design, music and PE.

Talented Learners: Pupils who have abilities in art and design, music and PE or performing arts such as dance and drama.

Identification

Before identifying any child, all children have the same opportunity to succeed. As many of our children are very young, we see it as vital to look out for the gifted and talented potential in each individual child.

We identify pupils as a staff using the knowledge of the child’s previous as well as current teachers.

Judgements are based on a variety of assessment for learning strategies including:

- Background information and knowledge from previous setting
- Ongoing teacher observation and assessments
- Discussions with the child
- Discussions with parents
- Discussions with outside agencies
- Discussions between staff

Teachers use an agreed “Identification Checklist” (See Appendix 1) and consult the “Characteristics of a gifted child” (See Appendix 2) to help them organise their thoughts about an identified child.

A register of Gifted and Talented children is collated by the lead teacher and is reviewed termly.

Parents will be notified through parents’ evenings if the school believes a child shows significant “over-achieving” skills in a particular area of the curriculum.

Provision

The majority of provision will take place in the classroom through:

- Differentiated activities to challenge the pupils ability
- Differentiated levels of questioning to promote higher order thinking skills
- The development of independent learning by allowing pupils to begin to organise and evaluate their own work and to become self-critical
- Encouraging gifted and talented children to share their skills

There are also:

- Opportunities to work with pupils of a similar ability (in another year group)
- Enrichment activities provided through clubs (e.g. music) and extended school provision (e.g. dance, clay)

In the case of the exceptionally gifted child, there may be the need to write an IEP to identify specific areas of teaching.

Role of the Lead Teacher

There is a named lead teacher for gifted and talented children.

The lead teacher will review and develop good practice by:

- Updating the register on a termly basis
- Tracking and monitoring the progress of the top 10/20% of higher achievers in each year group
- Attending appropriate training
- Developing appropriate in-service training
- Developing, monitoring and evaluating good practice through a school action plan
- Ensuring teachers note the progress pupils make and judge whether they achieve beyond the level of attainment expected for their age.

The lead teacher will gather a wide range of sources of evidence, including discussions with the child and with parents. Strategies to be used will include:

- Teacher / staff nomination
- Gifted and talented checklist
- Testing: achievement, potential and curriculum ability
- Assessment of children's work
- Parental information
- Discussions with child
- Using community resources

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