



Policy for Gifted and Talented Pupils

Aims and Purpose

We believe that all children are entitled to an education that will enable them to develop their full potential, intellectually, physically, aesthetically, creatively, emotionally, spiritually and socially. Our aim is to provide them with the skills needed to become independent lifelong learners.

The aim of this policy is to outline how at Discovery School we will provide opportunities to identify and in turn nurture those who are 'gifted and /or talented' in their exceptional talents and abilities.

There are many definitions of 'gifted and talented'.

At Discovery school we shall use the following definitions:

Gifted

Children who demonstrate an **exceptional** ability in one or more academic areas, against age related expectations.

Higher Ability Learners

Children who are working above age related expectations. Children's needs will be met through their class teacher's everyday planning.

Talented

Children who excel in, or have the potential to excel in, subjects such as art, music, sport and performing arts.

Principles/Values:

This policy is based on our commitment to:

Fairness
Excellence
Respectfulness

Equal Opportunity:

All children have particular and individual needs, which must be met if these aims are to be achieved. We are committed to providing a sufficiently challenging curriculum for all pupils. Our vision is to provide 'Opportunities for All'.

Consultation:

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This policy was written by Christa Plummer, Gifted and Talented Coordinator, in consultation with: Teaching staff – during INSET day, summer 2016.

Planning:

Provision should be made in all planning for pupils with gifts and talents.

Long term planning should indicate where extension and enrichment activities could take place. Consideration should also be made about whether acceleration will be relevant e.g. whether pupils will be accessing work which typically would be for older pupils. There should also be details for special activities for pupils. A yearly overview will be produced by the Gifted and Talented Coordinator, planning week long term assignments for the Gifted and Talented children.

Medium-term plans should include details of any extension or enrichment activities. Any activities should be included with the plans and kept by the subject co-ordinators.

Weekly plans for each subject will obviously contain differentiated activities, which should cater for the needs of gifted and talented pupils. Gifted pupils will be identified on the planning by their initials.

Teaching:

At Discovery School teachers will use appropriate teaching and learning strategies to encourage high achievement, originality, problem solving, higher order thinking skills and creativity by:

- giving opportunities for pupils to initiate discussion and think creatively
- guiding pupils through a range of problem-solving processes
- posing open-ended questions, activities and assignments
- using group work to allow scope for leadership and cooperative decision-making
- encouraging individual research
- involving community members with specific expertise as mentors
- introducing individualised or group enrichment programs
- introducing individualised or group extension programs
- encouraging participation in specialist clubs and workshops
- enabling leadership of school-wide activities.

There is an increased awareness amongst all staff of their role in the identification of gifted and/or talented pupils and the need to make the curriculum sufficiently challenging.

We aim for the curriculum for gifted students to be academically rigorous, intellectually stimulating, and sufficiently flexible to meet their educational, social and emotional needs. There will be opportunities for Gifted and Talented children to work together every term for 1 week, where they will carry out

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challenging tasks such as creating a school newspaper. The Gifted and Talented coordinator will plan these activities in the Autumn term for the year ahead. All children will use their particular strength to contribute to the assignment. This will be lead by a Higher Level Teaching Assistant; however the Gifted and Talented Coordinator will be responsible for overseeing and supporting the activities.

We aim to provide opportunities for talents to emerge and be nourished by providing a wide range of experiences and involvement of visiting experts. The Gifted and Talented Coordinator will seek out opportunities for the identified talented pupils such as taking part in performances in and outside of school. Children will also be encouraged to take part in activities and challenges provided by The Children's University.

Homework/Parent Partnership:

Parents will be informed that their child has been identified as having a particular strength or flair in a particular subject area and this will be supported and developed in school. Sometimes additional homework or a different task will be set for these children.

Parents will receive a 'challenge plan' which will state how their child is being supported at school. These will be updated termly. Parents will also be informed if their child is no longer on the Gifted and Talented Register. Challenge plans may also include an area of development i.e. social skills if appropriate.

Parents will be encouraged to inform their child's class teachers of their child's talents. Children will be encouraged to bring in medals and certificates to Friday's Celebration Assemblies. The child's photo will then be taken and added to our Talents Board. Talented pupils will also be given the opportunity to demonstrate their talents in assembly or on other occasions such as the school fate, sports day etc.

Resources:

These will be developed. Ideas for enrichment and extension activities will be included in the Gifted and Talented folder and in Subject co-ordinator folders. The subject leader will also start to make external links with other agencies who may support our talented or gifted pupils.

Assessment:

Assessment of Gifted Pupils follows that for all curriculum subjects. Additionally their progress will be monitored by the Gifted and Talented Co-ordinator. Talented pupils' progress will be monitored by recorded achievements throughout the year. This will be updated termly.

Monitoring and Evaluation:

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Continuing professional development will be available for all staff, which addresses the implications of gifted and/or talented pupils and to develop teaching and learning styles, which take account of differentiation, enrichment and extension.

There will be a teacher to co-ordinate the Gifted and Talented Programme, who monitor and evaluate the programme, and support the work of colleagues by:

- ensuring staff are informed of the nature of pupils talents and/or gifts
- updating staff on courses and new initiatives
- monitoring the progress of individual pupils
- developing enrichment and extension opportunities
- encouraging pupils to enter local and national events
- promoting opportunities for gifted and/or talented pupils to work together.
- promoting the recognition, celebration and rewarding of achievement of all pupils.

The Gifted and Talented Co-ordinator will produce an annual report for the school Improvement Plan.

The head teacher allocates regular management time to the gifted and talented co-ordinator so that s/he can review and ensure the implementation of the policy. A named member of the school's governing body is briefed to oversee the Gifted and Talented programme. This governor meets with the co-ordinator to review progress.

Other documents and appendices:

- British Values
- SEN policy
- Equal opportunity

Governor Approval and Review Dates:

This policy was approved by the full governing body in Summer 2016. It is due for review by April 2018.