

English Martyrs Catholic Primary School



English Martyrs Catholic Primary School

‘Walking with Jesus – God’s love in action’

Gifted and Talented Pupils Policy

This Policy Will Be Reviewed Every 3 Years

Date of Review: Summer 2018

Date of next intended review: Summer 2021

Equality & Diversity

We have considered the impact on equality and diversity on this policy and judge the impact to be neutral.

MISSION STATEMENT

English Martyrs Catholic Primary School offers distinctive Catholic education within a caring Christian community where everyone feels loved and valued, confident and secure.

We believe that each person is precious and gifted, unique and loved by God. With Christ as our inspiration we work in partnership to create a challenging, effective and exciting learning environment where everyone is encouraged to embrace opportunity

Learning and Teaching

We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to embrace every opportunity by providing the highest standard of education and care. Children take responsibility for and participate fully in their own learning.

Our curriculum will be both balanced and spiritually based and will fulfil all statutory requirements.

Catholic Life of the School

We recognise God in all aspects of our mission. Specifically we will help children to develop their personal relationship with God. We will deliver high quality learning and teaching in religious education rooted in Catholic values and beliefs. We encourage respect for and understanding of other faiths and beliefs. The school environment will speak of Jesus Christ at the heart of our community. Children will be given opportunities to participate in creative and varied worship appropriate to their age and understanding.

We are an integral part of the parish and will play an active part in its life.

Relationships

We will help each member of the school community to recognise that we are all precious in God's eyes. We will show love and respect for each other. We will give to each other the affirmation we all need and will try to respond to each other's needs.

Parents

We will work to achieve a creative partnership between parents and school which recognises our different responsibilities in the education of the children.

We will communicate effectively with all parents. We will establish a bond of trust, building a partnership which nurtures the children's learning, spiritual development and pastoral care.

Community Cohesion

We will be an integral part of the local community. We will increase the children's awareness of wider world issues. We will develop their sense of responsibility for and involvement in both of these.

We will ensure that our community life witnesses our Christian values and beliefs in all that we do and say.

Walking with Jesus – God's love in action

Disability

We are a Catholic school. Through all our endeavours we aim to recognise the presence and power of Jesus Christ at the very centre of our existence. As we seek to fulfil the educational needs of the children we strive to live and act according to His will in all that we do and say.

We will help each member of the school community to recognise that we are all precious in God's eyes. We will show love and respect for each other. We will give to each other the affirmation we all need and will try to respond to each other's needs. We aim to help each child experience success and to reach their full potential by providing the highest possible standard of education.

At all times and in all areas of school life every reasonable measure will be taken to ensure that each member of this school community is enabled to participate as fully as possible, and achieve success and recognition appropriate to age, understanding and any disability.

Introduction

At English Martyrs Catholic Primary School we strive to offer a secure and stimulating environment which meets individual needs, allowing all children, on an equal opportunities basis to develop their full potential through a broad based, relevant curriculum, which has structure and continuity. This philosophy is at the centre of how we provide for the gifted or talented child. They, like all other children, are entitled to a broad, balanced curriculum that will enable them to reach their full potential. English Martyrs School intends to ensure that the education we provide is fulfilling, exciting, enjoyable and challenging. We aim to ensure that gifted and talented children are identified early in their time at our school and that whilst they are at English Martyrs they are appropriately challenged. This policy is therefore designed to reflect the aims of the school and to enhance and complement existing policies.

Aims of the Policy

English Martyrs aims to provide opportunities for individual pupils:

- To have an entitlement to an appropriate education
- To work at a higher cognitive level in order to demonstrate their full potential
- Recognise and develop the wide range of children's talents and abilities
- To show concern for the whole child socially and intellectually

Effective Provision for the Most Able (Gifted and Talented) Pupils

Most Able, or Gifted and Talented learners, are defined as those children with one or more abilities developed to a level significantly ahead of their year group, or with potential to develop those abilities. This does not just mean the infant Mozart or the child Einstein, but rather refers to the upper end of the ability range in most classes.

We use the term 'gifted' to mean those pupils who are capable of excelling academically in one or more subjects such as English, drama or technology. 'Talented' refers to those pupils who may excel in practical skills such as sport, leadership, artistic performance, or in an area of vocational skill. In comparison with their peers, when engaged in their area of expertise, gifted and talented, or Most Able, children will tend to:

- Show a passion for particular subjects and seek to pursue them;
- Master the rules of a domain easily and transfer their insights to new problems;
- Analyse their own behaviour and hence use a greater range of learning strategies than others (self-regulation);
- Make connections between past and present learning;
- Work at a level beyond that expected for their years;
- Show intellectual maturity and enjoy engaging with in depth with subject material;
- Actively and enthusiastically engage in debate and discussion on a particular subject;
- Produce original and creative responses to common problems.
-

Most Able children need to:

- Have a secure environment in which they feel happy to display ability;
- Experience intellectual challenge, sometimes having to struggle to succeed;
- Take risks and sometimes make mistakes;
- Be able to relax and have fun;
- Comply with rules and a code of conduct;
- Know that they can ask searching questions and get a considered response (even if it's 'I don't know ... let's see if we can find out');
- Receive appropriate praise when they do well;
- Be recognised as individuals with strengths and weaknesses;
- Be able to discuss things meaningfully with the teacher, other adults, or other able children.
-

How do we keep track of these children?

We record our Most Able children on a Gifted and Talented Register. The register ensures that the progress of our Most Able children is regularly monitored and reviewed, and also directs the teacher's focus to provide opportunities to ensure that children with specific gifts or talents are challenged appropriately.

How are pupils added to the Register?

Our teachers consider a range of evidence in order to judge whether a pupil is considered to be Most Able. This may include attainment levels, observations and information passed to the teacher from parents regarding achievements out of school.

If the teacher requires further evidence to add a pupil to the register, pupil may be placed on a 'Potential' register, which means that they will be monitored closely and given further opportunities to display their talents or gifts.

Will a pupil stay on the Register throughout their time in school?

Not necessarily. The register is continually reviewed and as primary pupils tend to show peaks and troughs in their progress, the register is fluid. This does not mean that a child removed from the register has taken a step backwards or that their progress has lapsed. It may simply mean that other children in their year group are now working at a similar level. The purpose of the register is to make sure that every child experiences a broad and challenging curriculum that is matched to their ability, not to label or box pupils into a 'gifted and talented' category.

How are parents involved in the review progress?

At Parent Consultations, the child's teacher will provide parents with suggested targets which will correspond with higher level skills in areas relating to the child's strengths. The teacher will discuss with parents their ideas for provision to support the child in achieving their targets. It is important that parents, the child and the class teacher are in agreement as these targets will be used to help monitor the child's progress throughout the year.

How might becoming a Most Able pupil affect a child's social and emotional development?

We do not believe that any child should be made to feel in any way different because they have a gift or talent. We hope that the range of opportunities that we provide for our Most Able pupils will promote self-confidence and ambition. However, if a parent were to feel that their child had had a negative experience socially or emotionally, they are encouraged to speak to the class teacher in the first instance, as they would for any other concern.

How are our Most Able children challenged?

Examples of our Provision for the Most Able children:

RE and Spirituality

- Collective Worship Committee – one child from each class to represent at regular meetings to discuss Collective Worship across the school.
- Leading and Planning Collective Worship and Liturgy.
- Creative thinking skills in collective work.
- Encouragement with next set of driver words.
- RE Buddy – e.g. KS2 with KS1, “What do we have to wonder about ...?”
- Higher Order RE Creativity and Thinking Skills.

Numeracy

- Classrooms have challenge areas for children to work in independently when they have completed their directed activities. These areas may include logic and spatial awareness puzzles, problem solving tasks and collaborative games.
- ‘Buddying up’ Most Able pupils with less able pupils for 1:1 support. There is evidence to suggest that the ability to explain a concept demonstrates a far deeper understanding than being able to simply answer questions.
- Access to higher level activities; e.g. Year 2 children attempt to apply skills in line with Year 3 if not adequately challenged by Year 2 work.
- Access to ‘real life’ problem solving challenges set by the teacher.
- Most Able pupils may be given an alternative activity for mental/oral starters to avoid boredom, or may be given the same style activity with a deeper layer of challenge.
- Higher Order Thinking Skills development.

Literacy

- Speaking and listening activities to encourage deeper thinking and questioning. (Pupils who are strong in speaking and listening may also be given opportunities for larger parts in school productions, collective worship, etc).
- Pupils with exceptional reading skills for their age might be given the opportunity to lead a guided reading group, forming their own comprehension questions to ask their group.
- Younger readers are encouraged to read ‘free choice’ reading books alongside the school reading scheme to promote variety and keep the children’s interest.
- Reading Buddies – KS2 pupils support KS1 pupils, listening to them read aloud and questioning them to check their understanding.
- Higher level questioning from teachers to the Most Able pupils in guided reading sessions.
- Open ended writing opportunities.
- Higher Order Thinking Skills development.

PE

- Leadership opportunities; e.g. a pupil could take responsibility for the warm up section of a lesson (with health and safety guidance from teachers).
- Demonstration of skills/movements.
- Extra-curricular activities and clubs.
- Sports leader awards.
- Opportunities to compete with Most Able pupils from other schools in tournaments.
- Encouragement of critical pupil-pupil evaluation.
- Arranging equipment differently to provide more of a physical challenge or providing alternative equipment.
- Encouragement of advanced movements on gymnastic apparatus.
- Higher Order Thinking Skills.

Other Subject Areas

- Regular peer assessment opportunities, using success criteria agreed by class.
- Higher level questions aimed at Most Able children.
- Most Able children to ‘project manage’ or lead others in group activities.
- Most Able pupils to act as observer (teacher role) to encourage critical evaluation and ensure that the same pupils do not dominate group work.
- Extra/adapted homework tasks.
- Pupils on register for singing/performing arts given opportunities where possible; e.g. collective worship, liturgy.
- Opportunities for Most Able to collaborate with children from other schools; e.g. music workshops, and to bring ideas back to own school.
- Written feedback to pupils, providing further opportunity for consolidation/extension after each lesson.
- Children given opportunities at the end of a lesson to share and celebrate their outcomes.
- School Council and Eco Council – pupils communicate ideas from class with Senior Leadership Team and governors.
- Year 6 pupils, where appropriate, given the opportunity to sit higher SAT papers.
- Higher Order Thinking Skills.

Curriculum Focus Weeks

Regular Curriculum Focus Weeks allow teachers to hand over the direction of learning to the children, who are given a situation that they can take in any direction; e.g. opening a café, running a fairground, opening a travel agency, create an art gallery, make and sell crafts. Children have to prioritise, plan, communicate, make decisions, resolve problems, deal with budgets, organise roles and responsibilities and evaluate their success. Freedom to make own choices can motivate all children to participate and really care about the outcome. Teachers act as facilitators for these weeks. This is a great opportunity to see children 'come into their own'. Our Most Able pupils should be noticeable in these activities and be able to extend and develop their skills.

Role of the Co-ordinator

The co-ordinator will:

- Liaise with outside agencies
- Provide advice to other teachers
- Provide advice to parents when requested
- Attend appropriate courses
- Organise any school based INSET that is required
- Evaluate the success of the policy

Policy Review

This policy will be reviewed every three years, or earlier as necessary.

English Martyrs Catholic Primary
School

Gifted and Talented Pupils Policy

Signed on behalf of the Governing Body

.....

Date

Signed by the Headteacher

.....

Date