

Holy Souls RC School

Gifted & Talented Policy

Rationale

In line with our mission statement we value every child's development; spiritual, academic and non-academic.

We are committed to providing an environment and culture which encourages all pupils to maximise their potential in every area. This clearly includes pupils who display a gift or talent.

Aims

This policy helps to ensure that the needs of those children who have been identified as Gifted or Talented are being met by providing a curriculum appropriate to the needs and abilities of all children. It also aims to ensure that teaching and learning is planned to enable each child to reach for the highest level of personal achievement.

Children identified will have different ability personalised provisions made to allow them to work at higher cognitive levels, whether that be through acceleration, enrichment or extension.

The whole child is always our main priority and the personalised provisions made for children will be made with this in mind.

Definitions

A gifted learner is one who has abilities in one or more subjects in the statutory school core and whose attainment is projected to be at least Y6 High #4 by the end of KS2.

A talented learner is one who has abilities in art, design, music, P.E, performing arts or other areas performing at a level higher than that of his/her peers.

Identification Methods & Monitoring Schemes

It must always be remembered that identification is not an end in itself, nor is it exact science, but is a tool for ensuring that appropriate provision is provided thus giving pupils the opportunity to achieve more of their potential.

A gifted or talented pupil should be identified using a variety of methods. Identification is ongoing and begins when a child starts school. The specific procedure will vary but will include:

- Teacher nomination
- Assessment results
- Specialist teacher identification
- Self nomination
- Parental nomination
- Carer nomination

Those identified as gifted or talented will be monitored and their achievement and progress will be tracked over time and across subjects. This will include teacher assessment and test results.

Pupils will have regular opportunities to discuss their progress in terms of curricular targets, that is, what they know, understand and can do and what they feel the next steps in their learning should be. Teachers should actively involve children in their own target setting.

Gifted pupils will have targets for each term relating to their area of ability. The autumn targets will be set by the previous teacher as they have a good knowledge and understanding of the child's ability. Targets for the Spring and Summer will be set by the child's current teacher. All targets should be set in collaboration with the pupil.

All members of staff have a responsibility to recognise and value pupils' abilities. Staff are aware that:

- Unnecessary repetition of work is de-motivating and de-motivated pupils do not always demonstrate their true potential.
- Gifted pupils are not always easier to reach or teach than other pupils

Implementation of policy and provision for the Gifted & Talented

Teachers plan carefully to meet the needs of all children using assessment to inform planning.

Opportunities for extension and enrichment are built into all our schemes of work. During policy review we shall ensure that every curriculum area will contain a reference to the gifted and talented, stating what the identification procedure will be and what provision is in place.

We aim to:

- Encourage all pupils to be independent learners
- Recognise the achievement of all pupils
- Be aware of the affects of ethnicity, bilingualism, gender, social circumstances on learning and high achievement.
- Provide a wide range of extra curricular activities and clubs
- Provide work at an appropriate level
- Provide opportunities for all pupils to work with like minded peers within their class as and when appropriate

Types of provision

Classroom differentiation

- Teachers' high expectations
- Tasks are designed to take account of levels of existing knowledge, skills and understanding
- Some tasks will involve a common activity that allows all children to respond at their own level
- Provision of enrichment activities which broaden a child's learning in a particular skill or knowledge area
- Provision of extension activities and open ended tasks
- Access to higher tier assessment

School based provision

- School clubs
- School councils
- Enrichment opportunities
- Opportunities for performance
- Artists in residence
- Visits by theatre or other groups
- Specialist teaching
- Partnership with secondary schools
- Out of school visits
- Partnerships with community initiatives as and when they become available

Out of school provision

- After school activities
- Some lunchtime activities
- National schemes/competitions/festivals as and when appropriate

Continuity and Progression

Transfer between classes

- Receiving teacher made aware of those children on the gifted and talented register
- Targets for pupils' from previous teacher passed on to new teacher
- Records of assessment and achievement for all children available

Transfer between schools

- Receiving schools informed of those pupils on gifted and talented register

Evaluation

The policy is monitored and its impact evaluated on a regular basis by the coordinator

Planning is monitored by the head teacher

Provision is evaluated through observation, monitoring of assessment results and progress towards set targets

Subject coordinators evaluate the impact of the policy in their subject.