

WARDEN HILL PRIMARY SCHOOL

Gifted and Talented Policy

Member of staff responsible	Mike Bridgwood
Governor responsible	Lisa Littlewood
Sub-Committee responsible	Curriculum committee
Date agreed with staff	23/01/13
Date agreed at Sub-Committee	06/01/13
Date approved at Governing Body	As above
Frequency of policy review	3 years
Date next review due	23/01/15

INTRODUCTION

This policy is a statement of the entitlement of children with high ability at Warden Hill Primary School. It has been developed from reading and research, through staff consultation and by CPD.

The policy reflects the expertise of staff within the school. It also reflects the commitment of the school to support the able child.

Warden Hill Gifted and Talented definition.

At Warden Hill Primary our agreed working definition for a child who is gifted or talented is one who 'performs, or has the identified potential to perform in any one or more area at a level well above that expected for his or her age.'

Warden Hill Primary School

Staff

November 2007.

Children may be defined as gifted and talented in areas of:

- general intellectual ability
- specific aptitude in one or more subjects
- leadership
- creative and performing arts
- psychomotor ability

AIMS

- ❖ 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 (H.O.T.S.).
- ❖ 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.
- ❖ To audit provision through The Quality Standards.
- ❖ To compile and regularly update a Gifted & Talented Register

Exceptionally able children

These children will be performing well above their chronological age.

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

No one single method can be entirely accurate.

The school will seek to provide an enriched curriculum for all children. Through this it will be possible to identify the most able. The school will then seek to further provide.

PROVIDE - IDENTIFY - PROVIDE

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
2. Activity days and Master classes. These may be organised by The School, the Local Authority and The Regional Partnership.
3. Day and residential visits.
4. The use of specialists e.g. teachers from secondary schools, visiting artists and authors.
5. 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. Gifted and Talented Co-ordinator/Leading Teacher
3. Co-ordinators for PSHCE will support pastoral issues.

4. Governor with responsibility for Gifted & Talented Children.

REVIEW AND DEVELOPMENT

At regular intervals (3 times per year) the register of able children in each class will be updated. The Senior Management Team in its meetings will keep this list under review. These children will be entered on the School Census.

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, NACE**

These organisations do provide journals and courses.

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

There is a collection of books relating to Able Children in the school.

THE LEARNER ACADEMY

Pupils who are eligible will register as Associate Members of The Learner Academy. Teachers will use The YGT website as a learning resource. 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 Leadership 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.