



PRIORY INFANT SCHOOL

GIFTED AND TALENTED POLICY

INTRODUCTION

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

The policy now reflects the expertise of staff within the school. It also reflects the commitment of the school to support the more able child. The Governors will be aware of these needs and that there should be provision within the budget for resources.

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.
- ❖ To employ a wide variety of methods of recognition of potential.
- ❖ To recognise and address under-achievement.
- ❖ 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 compile a Gifted & Talented Register and enter this on the School Census

DEFINITION

Children are defined as gifted and talented in areas of:

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

Children who demonstrate performance at well above the expected level for their age will be identified as Gifted and Talented

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
- ❖ peer nomination
- ❖ parent nomination

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No one single method can be entirely accurate.

The school strives 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

ORGANISATION

Acceleration is not usually recommended because there may be social difficulties through differences in levels of maturity. It should be possible to address the needs of these children within the appropriate year group. However, there will be times when it will be appropriate for children to work with older children, through curricular activities and through links with junior schools. Withdrawal groups can be used but these must be done sensitively. Mentoring is valid and to be welcomed. As appropriate the school will provide mentors from adults within the school.

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 –drama, dance, multisports,singing, gardening etc.
2. Activity days and specialist themed weeks. Eg Art week, Book week, Investigations week, Healthy Living week
3. Educational visits and visitors in school. e.g. teachers from secondary schools, visiting artists and authors.
4. A broad, creative curriculum, giving children a chance to thrive.

CO-ORDINATING AND MONITORING

The following people support this through regular reviews:

1. Headteacher and Leadership team
2. Gifted and Talented Co-ordinator/Leading Teacher
3. Co-ordinators for PHSE will support pastoral issues.
4. Governor with responsibility for Gifted & Talented Children.

REVIEW AND DEVELOPMENT

Each year the school will draw up a register of able children in each year group. The Leadership Team in its meetings will keep this list under review.

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PARTNERSHIP WITH PARENTS

The school values and promotes working with parents. Parents and teachers will work together for the needs of the gifted and talented child.

SUPPORT

The school will liaise with local junior and secondary schools to provide information on Gifted & Talented Pupils.

The school is able to access support through:

NAGC
NACE

These organisations do provide journals and courses.

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 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.

Policy reviewed by: T Jones / V Paine

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