

Castleton&Glaisdale Federation

Gifted and Talented Policy

February 2014

At Castleton and Glaisdale Schools we value every child. We feel that it is important to foster a culture in which effort, achievement and success is rewarded. Our provision for the very able is built on an integrated and inclusive approach. Teachers are committed to ensuring that all pupils receive an education that will enable them to develop their full potential.

All children will have the opportunity to:

- Develop their potential to the full in all areas.
- Take part in lessons and activities, appropriate to their age and ability that stimulate, interest, challenge, inform and extend them.
- Attempt tests, examinations and other appropriate accreditation that maximise their achievements.
- Access good quality resources and materials.
- Take part in activities that extend beyond the curriculum, including clubs, competitions and visits.
- Benefit from creative approaches to teaching and learning.

Within this structure there are opportunities to identify and extend the most able and to encourage them to develop their exceptional talents and abilities to the full. In defining this group, the School has adopted the following working **definition**:

'Castleton and Glaisdale Schools recognise that gifted and talented pupils are those who demonstrate outstanding ability or potential in one or more spheres of activity. Gifted children are intellectually very able, often capable of high performance in tests and examinations and frequently exhibiting much greater levels of skill, inquiry and understanding in classroom activities, than their peers. Pupils may show a general intellectual aptitude or be gifted in a more specific context, for example by demonstrating a facility for languages, mathematics or science. In order to be identified as Gifted and Talented, children will be performing at a level which is significantly higher than that of their peers. All staff have agreed that a child must be working at a level which is at least three grades (1 full level) above national expectations. E.g. (a child at the end of year 4 would be expected to achieve level 3B. A child who is considered to be Gifted would be expected to achieve level 4B or above}. Talented pupils may show outstanding leadership ability. They may be highly skilled in creative or practical areas such as music, the arts or sport. All gifted and talented pupils can benefit from additional learning experiences that develop, enhance and extend their abilities and enable them to fulfil their potential.'

In order to **identify** such a rich diversity of gifts and talents we have adopted a variety of approaches. The School endeavours to obtain as much information as possible from all appropriate sources including:

- Information from parents and carers

- Test and assessment data
- Evidence from pupil's work
- Observation by teaching staff, classroom assistants etc.
- The children themselves and other children. Children are encouraged to recognise and value the abilities of their peers.

By adopting a range of methods to identify 'gifted and talented' pupils, the school is encouraging everyone to 'look out for excellence' and promoting a positive attitude towards achievement.

Our **provision** for Gifted and Talented pupils aims to include:

- The appointment of a co-ordinator to manage the School's response to meeting the needs of these Gifted & Talented pupils.
- Support for staff to undertake training that addresses the needs of the more able.
- Awareness among all staff of their role in identifying and monitoring the progress of the most able as well as ensuring the curriculum is sufficiently challenging.
- Termly reviews of individual targets for all pupils.
- Schemes of work that include specific enrichment materials and ideas.
- The effective assessment of pupil's potential and monitoring of performance and progress.
- Enrichment and extension opportunities to enable and encourage gifted and talented pupils to work together across the curriculum and in extra-curricular activities.
- Recognition of all gifts and talents.
- Systems to reward and celebrate achievement.

Although all staff are involved in identifying, encouraging and making provision for the needs of the gifted and talented, a **School Co-ordinator** has specific responsibility the management of gifted and talented issues. The Co-ordinator plays an important role in collating and reviewing the register, communicating all relevant issues to teaching staff and non-teaching staff and acting as a point of reference for monitoring elements of provision. The School Co-ordinator role includes:

- Contacting parents/carers regarding G&T matters
- Communicating with colleagues regarding all G&T matters
- Providing information to secondary colleagues as part of the transition programme.
- Supporting class teachers to ensure that the curriculum is sufficiently challenging for the more able
- Liaising with external partners and providers
- Supporting and encouraging gifted and talented pupils to develop their skills, talents and abilities to the full.
- Nominating pupils for Local Authority activities (If and when available)
- Monitoring and ordering resources that will challenge the more able pupils
- Collating planning to monitor classroom provision for G&T pupils.

At the end of the Summer Term, the co-ordinator and the class teacher will review progress. This review process may help to identify pupils who have been underachieving. Sometimes pupils may have been inappropriately identified for some reason and potential may not subsequently meet expectation. A progress review will also help to establish how successful we have been in providing for our Gifted and Talented pupils, and suggest ways forward to improve provision.

Provision in the classroom will ensure that all children are set tasks that offer sufficient challenge. Children are involved in setting targets for their learning and all the staff endeavour to create a

positive classroom environment where children are encouraged and supported to work hard and to achieve success. We have a flexible approach to provision and the staff may use a range of practical strategies, for example:

- Setting differentiated tasks for different groups within the class
- Setting different tasks within a limited time so that some groups are trying to complete for example 20 oral questions while the more able group solve a written problem.
- Following up a whole class lesson with differentiated tasks so that pupils start work from a different point
- Extension work in small groups working with classroom support staff
- Setting extension 'challenges' from higher sections of the syllabus
- Providing a range of resources and research materials written in an appropriate way
- Allowing able pupils to work at a faster pace.
- Creating independent learning opportunities so that children are encouraged to make choices and decisions, work responsibly and use their initiative.
- Various extra- curricular activities including science, sports, music, art and foreign language clubs.
- Problem solving activities
- Activities that develop the higher order thinking skills of analysis, evaluation and synthesis.

Additional resources used to extend the more able pupils are:

- Mental Maths programme
- The use of rich and varied texts
- Differentiated writing checklists

The **Headteacher**, as Gifted and Talented Co-ordinator, will support the staff in establishing appropriate systems for identifying, recording, evaluating and monitoring the provision for and the progress of Gifted & Talented pupils.

The **Governing Body** will support the work of the school by ensuring an appropriate budget is set to provide resources and training for staff.

All **Staff** will assist in the identification of Gifted and Talented pupils and will take account of their needs in planning lessons and classroom activities. Classroom support staff and volunteers will be offered access to training so that they are able to work with pupils of diverse abilities, including the very able.

Curriculum leaders/Governors will monitor schemes of work and consider the needs of Gifted and Talented pupils when formulating Curriculum Policy.

Parents and Carers will be encouraged to be aware of their role in supporting and encouraging their child's learning by recognising their child's interests and abilities, providing resources and opportunities at home and setting realistic targets.

Children will be encouraged to recognise and value the diversity of abilities, qualities and skills in their peers and to share and take a pride in their own success and that of others.

The Headteacher has overall responsibility for ensuring that this school policy is implemented. This policy was created in February 2014 and will be reviewed in 2017.

Review February 2017