



Gifted and Talented Policy

Introduction

As a school we celebrate success and achievement for everyone. However, we believe that children with high ability to need recognition and extra support.

The Gifted and Talented Policy reflects our aim to build up each pupil's self-esteem and enable them to experience success through reaching their potential in all aspects of learning.

Aims

We as a school are committed to promoting the ability of the able child by:

- Ensuring that all children receive an education appropriate to their abilities.
- Supporting the personal qualities, abilities and talents of all children.
- Providing teaching which makes learning enjoyable and challenging.
- Providing extra-curricular activities to stimulate children.
- Recognising under-achievement in children and seeking to remedy it.
- Providing staff training.

Definition

Giftedness refers to potential distinctly beyond the average for the student's age and encompasses a broad range of abilities in the intellectual, creative and physical domain.

Gifted and talented children are found in all communities regardless of their ethnic, cultural or, socio-economic characteristics. The gifted population includes pupils who are under achieving and have disabilities.

Children are defined as gifted and talented in areas of:

- General intellectual ability
- Specific aptitude in one or more subjects
- Creative and performing arts
- Psychomotor ability

These pupils will be performing well above their chronological age.

Recognition & Organisation

Teacher observation and assessments, national tests and checklists will all help to identify the most able.

Each year the school will compile a register of able children in each year group. This may need to be updated throughout the year (new pupils etc).

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Acceleration is very occasionally employed at the school. (The child is placed in the year/class above). However, this is only done in cases where the child can cope socially due to the differences in levels of maturity.

Classwork

Extension/enrichment work is provided by all teachers in all classes as part of normal differentiated provision. This can be viewed on planning documents.

Working with others of like ability is important too and can be made possible by group work.

Gifted children need to be challenged and the role of the teacher is vital in challenging the thinking of the gifted child.

Partnership with Parents

The school will acknowledge and draw on parental knowledge and expertise in relation to their child. Parents and teachers will work together for the needs of the gifted and talented child. Parents will be informed that their child is eligible to be placed on the Gifted and Talented register. Permission will also be sought before removing the child for 1:1 support sessions to promote and support the child's ability.

Co-ordinating and Monitoring

The following people can support this through regular reviews:

- Headteacher
- Class/Subject Teachers

Planning and notes to be kept for 1:1 support sessions.

Pupils

The view of the pupil will be ascertained, not necessarily through direct discussion with them. To participate in decision making children need information and support so that they can work towards:

- Participating in discussions
- Indicating choices
- Expressing their feelings
- Understanding the importance of the information

Adults need to:

- Give information and support
- Provide an appropriate and supportive environment
- Listen to the children

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Children should be encouraged to participate in the decision-making processes in their education, including the setting of learning targets, annual reviews and contributing to the assessment of their needs. They need to be part of the process, to know they are listened to and that their views are valued.