

## BRANDESBURTON PRIMARY SCHOOL GIFTED AND TALENTED POLICY



### Statement of Intention

Education in our school provides for children of all abilities. Children deserve an education that encourages them and motivates them to achieve their full potential. The curriculum and organisation of our school allows each pupil to learn at a pace that is appropriate for them. Opportunities are offered to enable the more able pupils to develop fully their abilities within the context of the spiritual, moral, social and cultural framework of the school.

### Which pupils? A school definition

- Those pupils who demonstrate in one or more areas (not necessarily academic curriculum) abilities which place them into the highest achieving 10% of our school population.
- Those pupils who have a broad spectrum of high ability when viewed against national norms.
- Those pupils who have a particular skill and ability in discrete areas e.g. art, maths, music, P.E. etc.
- Exceptionally able pupils (top 2%) may have very distinctive needs that may require a significant modification of the curriculum.

### Aims

To promote and encourage:

- Recognition that the more able pupils require appropriate differentiation.
- Identification of these children.
- Appropriate assessment of their abilities and needs.
- Development of their spiritual, moral, social and cultural experiences at a level appropriate to their abilities.
- The awareness of learning tasks that are relevant, enjoyable and extend conceptual structures.
- Staff training and awareness.
- Parental support.
- Links with other agencies that may help the development of these particular pupils.

### Creating an ethos of achievement.

We believe the following aspects of our school particularly support an ethos for the development of High Achieving children.

- All pupils know they are valued and cared for
- A sense of teamwork is cultivated and fostered
- Celebration of successes, academic, sporting, drama, caring etc., through assemblies, commendations, letters home etc.
- Emphasis on the positive to override the negative
- Pupils value coming to school
- There is an enrichment of the curriculum — by extra-curricular activities
- There is a valued reward system
- Pupils are given responsibility at school
- Pupils contribute to the development of the school
- Competitions are entered
- The school has a strong sense of identity and purpose — Parents, staff, pupils and well informed and consulted. There is a whole team approach with good role models
- We have comprehensive systems in place to recognise underachievement, which leads to monitoring and encouragement
- The working environment is comfortable, creative and pleasant
- Pupils are trusted: there is an excellent relationship between pupils and staff
- Children are involved in community projects and have links with other schools
- The school uses the National Quality Standards to continually evaluate their approach and set achievable targets each academic year

### Approach to identification and assessment.

It is expected that a child will be identified as able by their class teacher or in the case of extra curricular activities, by parent or other adult. Evidence of particular skills may need to be confirmed by a subject specialist or adviser outside the school.

Evidence can include:

- A comparison of learning behaviour with the peer group
- Language acquisition

- Fine and gross motor skills
- Moderation of work by other members of staff
- Referenced testing
- SAT and teacher assessment

Teachers who identify specific children in the 2% band should inform the coordinators for Able Children – Mrs S Hunt, Mrs D Plant.

#### Role of the Co-ordinator

Responsibilities will include:

- Developing, monitoring and updating gifted and talented register
- Monitoring early identification – pupils from other schools, new intake etc
- Involving all staff with identified children: they are aware of their particular needs and are encouraged to make provision for them.
- Updating colleagues on best practice or new initiatives as they arise
- Managing resources for gifted and talented learners
- Monitoring data to evaluate the progress of individuals

#### An approach to provision at classroom level

The classroom should offer a carefully structured positive atmosphere in which the contribution made by all pupils is recognised, differences acknowledged and where enthusiasm for learning is fostered. Teachers should seek to provide tasks that promote problem-solving skills associated with clear thinking and a spirit of investigation should be encouraged. Teachers should also demonstrate good questioning techniques.

Effective Gifted and Talented Provision involves:

- Setting challenging goals
- Encouraging independence
- Deepening learning opportunities – enrichment  
Extending learning opportunities
- Supporting risk-taking
- Using resources effectively
- Asking effective questions
- Understanding the various needs of the learner
- Affirming creativity
- Encouraging perseverance
- Identifying potential
- Addressing underachievement
- Encouraging students to mentor others

#### An inventory of good practice within our school:

- Full class teaching - in an atmosphere of mutual respect where mistakes are accepted as a route to learning.
- Setting – by social groups, ability groups or mixed aptitude groups
- Withdrawal – to create an atmosphere conducive to enquiry, to use specific resources or materials.
- Mentoring – for social or skill based needs
- Enrichment – Visiting experts, range of materials and resources, study skills taught directly, investigation work, increased technical/ specialist language etc
- Extension – open-ended tasks and questions, deepening understanding of concepts, additional activities around the basic themes e.g. ‘Thinking boxes’
- Differentiation – matching tasks to ability
- Challenge – introducing elements of competition with older pupils or wider arena than peer group. Also competition against self is important – clear targeting.
- Problem solving and investigation – to develop reasoning and thinking skills.

### Outside school

The most effective support the school can provide to parents of able children is via open communication of information about progress and strategies adopted. Children are introduced to wider learning communities. The school will need to make use of:

- The special skills of individual members of staff
- The use of visiting experts
- Specialist clubs and societies
- National Associations
- The Internet

Reviewed June 2017

To be reviewed June 2019