



STANBRIDGE LOWER SCHOOL

Gifted and Talented Policy

January 2020

1. INTRODUCTION

1.1 We believe that there are gifted and talented children in all our classes and it is our responsibility as teachers to enable the potential of each to be fulfilled.

1.2 We also believe that effective practice for very able learners is invariably good practice for all children.

2. RATIONALE

The DfES requires all schools to identify approximately 10% of its pupils as being gifted or talented. At Stanbridge we endorse this for the following reasons:

2.1 Improved Learning: A school focus on gifted and talented pupils invariably leads to improved teaching and learning both in and outside the classroom through more challenging and engaging activities.

2.2 Raised Achievement: Overall standards rise because all pupils benefit from these improvements to teaching and learning.

2.3 Equality: Every pupil has an entitlement to have his or her needs met by the school, no matter what his/her ability.

2.4 Investment in the Future: It is crucial to devise an effective identification policy that caters for both high achievers and potential high achievers. "Today's gifted and talented pupils are tomorrow's social, intellectual, economic and cultural leaders"

3. AIMS

3.1 To create a robust strategy that effectively identifies approximately 10% of pupils as gifted and talented and which reflects the cultural and ethnic diversity of our community.

3.2 To provide all learners with an education matched to their individual learning needs.

3.3 To encourage in our school, an ethos that ensures that we focus on effective teaching and learning.

3.4 To develop depth and breadth of opportunity which recognizes the specific social and emotional needs of gifted and talented pupils

4. IDENTIFICATION AND ASSESSMENT

4.1 Our identification of pupils as Gifted or Talented is a judgment which applies only to the current context and level of performance of the pupil. This means that a child may be showing ability in a particular area at a particular time.

4.2 We identify 5-10% of our pupils as being gifted and talented children in the school and log these on a Gifted and Talented Register.

4.3 It may arise that a child is identified in the top 5-10% in our school but on transfer to a different school no longer falls into that band of ability and is therefore no longer on the school's

Gifted and Talented Register. However, differentiated classroom experiences are part of everyday teaching.

4.4 At Stanbridge we use the following methods of identification and assessments:

- Observations of how children learn
- Gathering information using our Reading, Writing and Maths Profiles.
- Tracking systems eg Pupil Progress Sheets
- Analysis of pupil's work
- Teacher assessment
- Statutory assessments, optional test results and other summative assessments
- Pupils' rates of progress as indicated by pupil tracking information
- Information from other members of staff
- Information from parents
- Information from external agencies eg music service, dance schools etc.
- Discussions with the child

5. TEACHING AND LEARNING

5.1 We recognize that what happens in the classroom, in every lesson, on every day lies at the heart of the provision for Gifted and Talented pupils, and that this is the direct responsibility of every class teacher.

5.2 Classrooms should be places where learners are inspired, encouraged and challenged to question, speculate, think and hypothesise.

5.3 The challenge for teachers is to make every lesson motivating and engaging, and to ensure that every child is stretched.

5.4 To provide appropriately for our gifted and talented children, our teachers will provide a curriculum that:

- Is broad and available to all learners
- Includes opportunities for open-ended and problem solving activities.
- Stretches the most able children and allows them to show what they can do
- Provides breadth and range of learning experiences.
- Develops a range of learning styles.

5.5 In our day to day teaching, we will:

- Provide opportunities for problem solving, hypothesizing and developing thinking skills
- Use a range of teaching and learning strategies.
- Have a high expectations of all pupils
- Provide rigorous and constructive feedback to pupils on their work
- Use grouping flexibly
- Use appropriate resources to stretch and challenge able pupils
- Encourage pupils to take risks, to play with ideas and to regard all answers, whether right or wrong, as productive opportunities for learning.
- Encourage children to become independent learners and take responsibility for their own learning

6. OTHER PROVISION

In addition to formal lessons, we provide other opportunities for pupils with particular talents and abilities. These are

- A range of extra-curricular activities that enable all learners to develop their particular talents.
- Parent and Child Classes: Keeping up with the family in Literacy and Numeracy
- Access to school resources eg library, ICT
- We celebrate the Gifts and Talents of our children each term through our Celebration Assembly where parents and members of the local community are invited into school to watch the children perform.
- We encourage Gifted and Talented Children to participate in other activities provided outside of schools eg Children's University.

7. ROLES AND RESPONSIBILITIES

7.1 Role of the Governors: The named Governor will liaise with the co-ordinator, headteacher and senior management team to monitor the implementation of the policy.

7.2 Role of the Headteacher: The headteacher will monitor teaching, learning and provision to ensure that:

- The curriculum meets the needs of individual learners, including those who are gifted and talented.
- Gifted and talented children achieve in line with their potential
- Sufficient resources, support, training and status are provided to the Gifted and Talented coordinator.
- There is a whole school commitment to and support for Gifted and Talented learners.
- There is a school policy for Gifted and Talented that provides a clear framework for subject policies or guidelines.
- That the register of Gifted and Talented pupils is updated termly in line with the requirements of the PLASC form.

7.3 Role of the Coordinator: The co-ordinator will ensure that:

- The policy is put into practice and is regularly reviewed.
- Keep up to date with current developments and advice on supporting Gifted and Talented children.
- Support and challenge subject leaders to meet the needs of gifted and talented children
- Support individual teachers to identify gifted and talented children in their class.
- Support individual teachers in meeting the needs of their children, including where appropriate writing IEP's for the truly exceptional child.
- Liaise with parents/carers and outside agencies to secure the best possible provision for each pupil.

7.4 Role of the Class teacher: Every class teacher will

- Assist in the identification of Gifted and Talented children within their class
- Ensure that the needs of gifted and talented children are identified within lesson planning and met in the delivery of lessons.

8. LIAISON WITH PARENTS

8.1 We believe it is essential to work closely with parents to support the development of every child. In particular we will:

- Ask parents to identify their child's special talents and abilities
- Notify staff of any special achievements out of school
- Inform parents when a child is placed on the register for Gifted and Talents.
- Liaise with parents about how they might support their children outside school eg the Bedfordshire website for Gifted and Talented.

9. MONITORING AND EVALUATION

9.1 The headteacher and senior management team are responsible for the monitoring the implementation of the policy in particular:

- The policy is reviewed annually
- The register is reviewed termly
- The achievement of every pupil including those who are gifted and talented is reviewed termly.

10. Review procedures

The school's policy will be reviewed when:

- Every two years.
- There has been a significant change in staff, pupils or the law.
- The school wishes to review the policy.

Miss R Godwin
Head Teacher
January 2020

This policy has been read, discussed and its implementation agreed by teaching and support staff.

This policy was ratified by the full governing body.

Date of Meeting:

Signed Chair of Governors.