

# BRAYWOOD C OF E FIRST SCHOOL



*Aspire, Learn, Achieve*

## Gifted and Talented Children Policy

*'From tiny acorns, mighty oak trees grow, watered and nurtured by God.'*

### Rationale

Our school aims that we:

- help our pupils to develop their skills and abilities, intellectually, emotionally and socially;
- provide teaching which makes learning challenging, engaging and enables pupils to reach their potential

We are committed to working for quality and equality of opportunity. This policy is an integral part of the school's broader development of maximum inclusion of educational opportunity for all pupils and states our commitment to providing an environment in which all pupils are enabled to realise their potential.

### Aims

This policy is intended to support the following aims:

- The raising of aspiration for all pupils
- High expectations of achievement for all students
- Greater enterprise, self-reliance and independence for all students

In order to achieve these aims, we will ensure that all students have opportunities to develop specific skills or talents.

### Definition

We define our gifted pupils as having an exceptional level of potential and / or achievement within the fields of numeracy, literacy, science, or humanities beyond that seen within our groups of high achievers, and which requires additional measures to be taken to ensure that their needs are appropriately met.

We define our talented pupils as having exceptional levels of aptitude and / or achievement in the fields of sport, music, drama, art or design.

## **Roles and Responsibilities**

Within our school we expect all of our staff to have a role in identifying and supporting Gifted and Talented pupils but the responsibility for the overall co-ordination lies with the Headteacher.

Her role includes:

- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by high achieving and gifted pupils across all curricular areas.
- regularly reviewing the teaching arrangements for high achieving and gifted pupils.
- monitoring the progress of high achieving and gifted pupils through termly discussions with teachers and assessment procedures.
- supporting staff in the identification of high achieving and gifted pupils.
- providing advice and support to staff on teaching and learning strategies for high achieving and gifted pupils.
- liaising with parents, governors and LEA officers on issues related to high achieving and gifted pupils.

## **Identification**

Gifted and talented students are identified by making a judgement based on an analysis of various sources of information including:

- Test scores (end of key stage levels;)
- Teacher assessment (based on classroom observation, discussions with pupils, work scrutiny)
- Parental nomination
- Predicted test/ examination results
- Reading ages

This information is collated by the gifted and talented co-ordinator and is recorded in our provisional mapping documentation. The gifted and talented register is regularly reviewed and updated.

Within our school we find that a pupil's level of achievement may alter within their time at the school. We also recognise that one standardised assessment result may not give a true picture of a pupils' innate ability. We therefore ensure regular re-identification of pupils.

## **Organisational and in-class approaches**

We appreciate that we have, within each class, a group of high achieving pupils whom we extend and support through our extensive range of usual classroom practices. Important strategies include:

- the coherent management of pupil groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of gifted and talented pupils in some groups there will be pupils who have gifts and talents in all groups.
- the provision of opportunities for gifted and talented pupils to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with older pupils often in the next year group.
- mentoring and additional provision for pupils of exceptional ability.

- the provision of enrichment/extension activities and tasks to broaden a child's understanding..
- differentiation within subject areas.
- the development of independent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical.
- target setting with each pupil to record current levels of achievement and highlight areas for progression including parent/pupil consultations.
- differentiated homework
- use L.S.A.'s or an additional teacher to provide simultaneous teaching/support for gifted / high achieving pupils

We have an open door policy for parents encouraging them into school to discuss pupil's progress and raise any concerns. We report regularly to parents on their children's progress through parents' evenings, reports and ad-hoc meetings when required.

Pupils participate in the target setting and report writing process which gives them the opportunity to contribute to their report in the pupil comments section. We liaise with pre-school providers and use their foundation stage profiles of the pupils.

In Year 4 the teacher liaises with the pupils' prospective Year 5 teachers and subject co-ordinators from the middle schools. Optional S.A.T.S. scores, Teacher assessments and statutory transfer forms with examples of work are passed on.

### **Out of class activities**

The following activities are offered on a regular basis and, although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practice and extend their skills.

- Enrichment days e.g. Master Maths
- Residential experiences
- School clubs
- Musical activities, learning to play an instrument, choir, school performances (talent show) and concerts
- Tournaments, swimming and sporting experiences
- Use of ICT to support additional learning
- Presentational skills (English Speaking Board), French

### **Co-ordination and monitoring**

The gifted and talented co-ordinator and governors has overall responsibility for

- ensuring that the policy is implemented
- co-ordinating the monitoring of progress
- ensuring that the professional development programme includes relevant aspects of gifted and talented provision.

This policy is reviewed on an annual basis by the Headteacher in conjunction with the governing body for gifted and talented.