

Orleans Primary School



Gifted and Talented Policy

This policy was adopted: March 2018
This Policy will be reviewed: March 2021

Orleans Primary School

POLICY FOR GIFTED AND TALENTED PUPILS

At Orleans Primary School we see learning and teaching as being founded on the principle of opportunity for achievement and excellence for all. In accordance with our school ethos, we support the development of the whole child whilst valuing and celebrating all the special abilities displayed by all children. We believe that some of our pupils have special abilities and talents, and that monitoring these is our responsibility. As a staff, we have adopted the NACE (The National Association for Able Children in Education) statement as our guide for this. We are aware that some of our pupils exceed national expectations and that nurturing and monitoring their abilities is our responsibility.

Definition of a Gifted and Talented Pupil

Gifted and talented pupils have particular needs because they demonstrate a higher level of ability when compared to pupils of the same age in one or more curriculum areas, or evidence of talent in, for example: physical, artistic, technological or linguistic ability; leadership qualities; interpersonal and intra personal skills; or creative thinking. Such pupils have the potential to demonstrate talents and abilities in a range of areas. We need to ask '*How is the pupil intelligent?*' rather than '*How intelligent is the pupil?*'

In order to implement the above, our aims and objectives are as follows:

Our Aims

- To provide all children with a challenging and enriched curriculum which allows all children to develop higher order thinking skills.
- As a staff to identify and meet the needs of gifted and talented pupils.
- Provide opportunities for pupils to display/apply/extend their abilities in a stimulating environment.
- To foster the growth mindset approach to all areas of learning.

Our Objectives

- To differentiate the curriculum so as to meet the needs of gifted and talented pupils.
- To plan for challenging and open-ended learning tasks which enable pupils to demonstrate ability in specified areas and develop specific skills or talents.
- To consult with parents to gain relevant information about the child.
- To analyse effectively formative and summative testing, as a means of setting future targets to enhance progress.
- To heighten pupils' awareness of their own strengths and goals, providing opportunities for pupils to work at their own level and pace.

Identification of Gifted and Talented Pupils

The purpose of identification is to improve provision by creating a more informed picture of pupils' abilities.

Checklist for Identification

Reviewed each term
Discussion between colleagues and in house specialist subject leaders
Teacher observation
Information received from previous class/school
Discussion with parents
Child conferences
Informal, ongoing teacher assessment
SATs results and other summative testing
Involvement from outside providers

Provision

At Orleans Primary School we believe that provision and identification are interlinked. We provide opportunities which enable children to reveal a range of abilities. In classes we ensure that:

- The quality of teaching is one of the most important factors which determines the realisation of potential of all pupils. Teachers should therefore create a classroom climate in which excellence from all pupils is expected and where the achievements of all are valued and rewarded.
- Differentiation is the **key** for providing opportunities for very able and talented pupils to showcase their skills.
- Activities planned have open-ended outcomes so that children can take them to higher levels of thinking.
- The systematic teaching of higher order thinking skills in all subject areas
- Experience challenge, sometimes to the point of finding work difficult, in order to develop resilience for when they are not successful
- Know that they can ask searching questions and receive a considered response
- Be recognised as an individual with strengths and weaknesses
- The understanding that pupils learn in a variety of ways and that no single style is appropriate for all occasions
- The understanding that pupils have a preferred mode of learning (visual, auditory, kinaesthetic) and that individual pupil preference should be catered for

- The provision of enrichment and extension materials ensuring that gifted and talented pupils can move on to more creative enquiries and pursue independent study
- Pupils are given individual targets in line with their learning needs, where differentiated targets are discussed with Orleans parents at parent consultations.

Resourcing

As far as possible our school is committed to the following resources:

Links with local primary and secondary schools

Participation in events organised for gifted pupils such as Battle of the Books in Year 2 and Year 4, one off events organised through the borough as well as activities organised by local secondary schools when available

Pupils should have ready access to a wide range of learning resources and materials – books, online resources, which are specially designed or recommended for developing higher order thinking skills in children.

Contact with relevant outside agencies

Provision to take part in or signposting to relevant extra-curricular activities.

Monitoring and Assessment re: The Provision and Progress of Gifted and Talented Pupils

Individual class teachers monitor the provision and progress of gifted and talented children within their classes, liaising with and utilising support and advice from subject curriculum co-ordinators as required. Ongoing teacher assessment allows us to assess children's ability. In the case of the very able children, if it is felt necessary, special assessment procedures may be sought. Psychologists and other experts may be asked to advise.

Our school operates a gifted and talented pupil register. The Inclusion Manager is responsible for overseeing the progress of gifted and talented pupils.

Parental Involvement

We involve parents of gifted and talented pupils in the following ways:

- Through discussions with parents/guardians we identify children's special abilities, aptitudes and talents.
- Keeping parents informed of strategies used in school to extend their child's learning and to ensure their emotional and social development.
- Informing parents/guardians about clubs and resources available outside school and suggesting other ways in which they can be of help.

- Involving parents in meetings with outside agencies where appropriate.

Policy reviewed March 2018
Agreed by Staff and Governors March 2018
Date for review March 2021

Signed _____ Quality and Standards

Signed _____ Headteacher

APPENDIX ONE