



St. Saviour's Church, Coalpit Heath.

The Manor C of E Primary School

Policy: Gifted and Talented

Author: Mr B Chester

Date: September 2006

Approved: _____ Headteacher

_____ Chair of Governors

A policy for Gifted and Talented children

1. Beliefs and values

We believe that all children are entitled to an education that will enable them to develop their full potential, be that:

- Intellectual,
- physical,
- aesthetic,
- creative,
- emotional,
- spiritual or
- social.

We also believe that children should also be able to live and develop as well-adjusted, autonomous and valued members of society.

All children have particular and individual needs, which must be met if these goals are to be achieved. Therefore it is important that, as far as possible, the education of every child should be individually planned.

We are committed to providing a sufficiently challenging curriculum for all its pupils. In addition we will provide opportunities to identify and in turn nurture those who are "gifted and /or talented" and their exceptional talents and abilities.

2. All pupils are entitled to the following:

- staff commitment to develop their full potential at all times
- lessons that stimulate, interest, challenge, inform, excite and encourage through partnership and dialogue with teachers and other pupils active participation in the lesson
- courses that lead to examinations and accreditations
- skilled, well-prepared and informed teachers who have a perspective and understanding of the whole-school needs, problems and policies, especially those which concern issues relating to those pupils identified as gifted and / or talented
- an entitlement beyond subject teaching, including preparation for adult life and preparation for the world of work. This should include extra-curricular activity and personal and social education.

3. A definition of Gifted and Talented (as defined in South Gloucestershire)

Nationally gifted pupils are defined as having academic ability in one or more subject areas, whereas talented pupils are those with ability in creative arts or sports.

4. More able, very able and exceptionally able pupils:

4.1 More able:

Pupils attain above average standards. For example, they perform above national expectations in National Curriculum tests or reach levels beyond what is expected in other curriculum areas or in creative or sporting fields.

4.2 Very able:

Pupils reach standards in their academic, artistic or sporting achievements which are in the top 10% of all* performance.

4.3 Exceptionally able:

Pupils reach standards in their academic, artistic or sporting achievements which are in the top 2% of all* performance.

- in the context, "all" is relative to the school the pupil attends.

5. Identification:

No one method of identification can be entirely accurate since specific subject criteria will develop. Therefore, we endeavor to obtain as much information about individual pupils as possible.. The methods employed are as follows:

- Information from any previous schools
- Internal and external assessment and testing
- Specific criteria developed by subjects or their professional associations
- Teacher / parent / peer / self-nomination

6. Evaluation:

As with all our school policies, the transfer to consistent practice across the school is of paramount importance and thus we must evaluate our progress. This responsibility for evaluation will fall to the G&T manager as part of School Improvement Group One, (SIG 1) who will report directly to the senior management team. Results of evaluation will be discussed annually and shared with the curriculum committee of the school governing body.

7. Arrangements for co-ordinating provision:

- The appointment of a named individual to co-ordinate the school's response to meeting the needs of gifted and / or talented pupils
- All schemes of work planned to include specific enrichment material and ideas
- An awareness amongst staff of their role in the identification of gifted and / or talented pupils based on subject specific criteria and the need to make the curriculum sufficiently challenging.
- The establishment of a register of gifted and / or talented pupils established by the G&T manager and published to all curriculum leaders. This register is updated at least annually.
- Continuing professional development that addresses the implications of more gifted and / or talented children, within individual subject areas and develop teaching and learning styles that take account of differentiation, enrichment and extension.
- The effective assessment of pupils' potential and performance.
- The regular monitoring and reporting to the G&T manager, of individual pupil performance. An audit of enrichment and extension opportunities provided by the wider extra-curricular programmes.
- The active encouragement of pupils to enter local and national events, including residential courses and competitions.
- Opportunities for gifted and / or talented pupils to work together.
- Recognition, celebration and rewarding of achievement of all pupils.
- Close liaison by the school with external support agencies and the home.
- Mechanisms to identify and address underachievement.

8. Responsibilities:

8.1 Class teachers:

- To identify pupils who meet the criteria
- To keep a record of gifted and / or talented children and pass on to G&T manager via SIG1 meetings
- To include in lesson plans and SOW (Scheme of Work) enrichment / extension material for identified pupils.
- To prepare courses of action for pupils who are identified as able.

8.2 Senior Leadership Team

- To monitor the provision for gifted and / or talented pupils.
- To monitor the schemes of work and lesson plans.
- To monitor lessons
- To evaluate the progress made by pupils and provision generally on an annual basis.
- To consider the list of identified pupils on an annual basis.

8.3 School Improvement Group 1 / G&T manager

- To prepare, from prior attainment data, a register of the top 5-10% of each cohort.
- To gather names of identified pupils from all areas.
- To categorize this information.