

Gifted and Talented

The Bythams Primary School



Reviewed and updated:

Next review:

Signed:

(Chair of Governors)

Date:

Signed:

(Headteacher)

Date:

GIFTED AND TALENTED

Rationale

School works to recognise and realise the potential of every child in our community. Provision for 'gifted and talented' children fits squarely within this mission. Meeting the needs of more able children is a part of ensuring the entitlement of all children to an appropriate education.

Definitions

All staff at Bythams Primary School have an agreed understanding that GIFTED refers to children who are achieving or who have the potential to achieve in advance of their peers in one or more curriculum subjects. TALENTED refers to children who are achieving or who have the potential to achieve in advance of their peers in extra-curricular areas within or outside school.

Hereafter in this policy such children will be referred to as more able.

Aims

1. to foster an achievement culture throughout the school which celebrates both effort and achievement in a wide range of areas
2. to identify children achieving at a level beyond their peers, and to make appropriate provision which stretches them in areas of strength and develops them in areas of relative weakness
3. to identify children with the potential to perform at a level beyond their peers, and to make appropriate provision which stretches them in areas of strength and develops them in areas of relative weakness
4. to provide an appropriately challenging curriculum for more able and potentially more able children, through extension within the curriculum, and through enrichment/study support beyond it
5. to support and make more effective the transition of more able children between key stages and to secondary school
6. to increase the number of children scoring Level 3 in KS1 SATS and Level 5+ in KS2 SATS

Identification

Identification will be an on-going process aided by assessment (both formative and summative), and by provision.

In consultation with the Gifted and Talented Co-ordinator, class teachers will identify a core cohort comprising the most able 10% of their classes using a balance of qualitative and quantitative measures.

The quantitative and qualitative identification measures will include a combination of the following:

1. prior attainment records
2. optional SATS scores
3. teacher assessments through APP
4. in-house tests
5. teacher nomination in core and foundation subjects
6. discussion with parents
7. subject specific checklists
8. on-going assessment using open/differentiated tasks (identification through provision)
9. collation of evidence (i.e. individual pupil's work)
10. reading test scores
11. discussion / involvement of other professionals

Needs Analysis

The Gifted and Talented Co-ordinator will work with the class teachers of the children identified to analyse for each child areas of strength, and areas needing development. On the basis of this needs analysis, targets will be set, and appropriate provision planned.

Provision – Distinct Teaching And Learning Programme

A. Strategies within the classroom

1. varied and flexible grouping within a year group
2. vertical grouping across year groups when appropriate
3. withdrawal of very able children for higher level work within small groups
4. upward differentiation/extension in schemes of work
5. teaching thinking skills in a subject context e.g. problem solving, decision making
6. asking higher order questions which encourage investigation and enquiry
7. setting clear and challenging targets
8. enabling children to evaluate their own work and that of others

B. Study Support

We provide a variety of enrichment opportunities which includes:

1. a wide range of extra-curricular activities and clubs
2. opportunities for artistic, musical, dramatic and sporting development

3. enrichment opportunities within and beyond the core subjects
4. visits, experts, master-classes
5. competitions
6. WOW and ENRICHMENT days
7. appropriate pastoral care and counselling,
8. differentiated homework
9. celebration of achievement

Responsibilities

The Head teacher will be responsible for:

1. overall policy setting
2. the depth and breadth of the curriculum
3. whole-school assessment and monitoring systems
4. leading/facilitating staff in their provision for the more able

The Gifted and Talented Coordinator will be responsible for:

1. monitoring the implementation of the agreed policy
2. compiling and maintaining an up-to-date register of more able children
3. coordinating provision for children on the register
4. developing expertise in this area through appropriate INSET
5. attending gifted and talented cluster meetings in the local area
6. sharing expertise with other staff and directing them to appropriate INSET
7. supporting and monitoring curriculum planning which ensures differentiated provision
8. ensuring the transfer of relevant information on the cohort to secondary schools
9. purchasing and organising resources to facilitate the teaching of more able children

The Subject Coordinator will be responsible for:

1. advising others of suitable strategies for extending the most able in their subject
2. purchasing and disseminating appropriate resources
3. assisting colleagues with differentiated planning
4. collecting examples of exceptional work
5. monitoring provision for the more able in their subject

The Class Teacher will be responsible for:

1. identifying the more able in their class

Status: Non Statutory **Ratified by:** Governors **Review date:** Nov 2016

2. setting appropriate targets for the more able in their class
3. ensuring appropriate provision through differentiated planning
4. using appropriate resources to challenge the more able
5. reporting to parents and others on the progress of the more able
6. monitoring the performance of the more able

Monitoring and Evaluation

This policy and its effectiveness will be reviewed by the Head teacher and the Gifted and Talented Coordinator against the aims set out above and against whole school targets.

The class teacher will be responsible for reporting on the progress of the more able children within her class against the targets set for individuals.

The governor with responsibility for gifted and talented provision will liaise with the school's gifted and talented coordinator in support of the school's efforts to help the more able pupils to reach their full potential. Feedback will then take place at Governor meetings.