

PARLEY FIRST SCHOOL



Policy for Gifted and Talented Learners

Rationale

At Parley First School we have a clear vision for developing our children and ensuring they achieve their full potential. We aim to ensure the best provision for all children, and to give them equal opportunities in order to achieve success. We will endeavour to involve parents, teachers, governors and others in the community in order to nurture all individual differences.

The aim of this policy is to advise and raise awareness of the needs of gifted and talented learners. Support for gifted and talented learners should be an integral part of teaching and learning strategies to raise achievement and improve standards for all pupils.

At Parley First School we believe each child has the right to reach their full potential and be provided with opportunities to enable them to achieve. We respect the rights of all children in our school, irrespective of differences in ability , to access a number of areas of learning that are necessary for their self fulfilment and eventual development into active and responsible adults.

Rights Respecting School Statement

Parley is a Rights Respecting School. School policies help to support the whole school community in promoting the Rights and Responsibilities in the school charter and Unicef Charter for the child.

Aims

The school's aim is that a culture of achievement permeates the classroom, and that it is recognised that all children and young people have gifts or talents, and that these are diverse and wide ranging.

To achieve this aim, the school intends to pursue the following objectives:

- To raise awareness of the needs of gifted and talented pupils, whilst acknowledging that all children have talents;
- To create an ethos which promotes mutual self-esteem and an expectation of achievement for all children;
- To raise standards for all pupils over time, and specifically in the form of challenging targets and higher NC levels;
- To provide support for staff in identifying and meeting the needs of gifted and talented pupils;
- To foster partnerships with outside agencies and parents;
- To ensure appropriate systems are in place for the tracking, monitoring and evaluation of individual pupil progress;
- To ensure that specific learning skills, qualities and talents are recognised, and followed by appropriate action;
- To promote continuity and progression between year groups and transfer schools;
- To identify, disseminate and build on best practice;
- To ensure that schools, governors and parents understand the respective roles they have to play in promoting the success of gifted and talented pupils;
- To educate the whole child ensuring a broad and balanced curriculum;
- To ensure that links are made between this policy, and other school, county and national initiatives.

Definitions

There are many definitions of 'gifted and talented'. DfE guidance suggests:

- **'Gifted'** describes learners who have the ability to excel academically, achieving significantly above their peers in relation to national expectations in one or more subjects such as English, drama, technology;

- ‘**Talented**’ describes learners who have the ability to excel in practical skills such as sport, leadership, artistic performance, or in an applied skill.

At Parley, we identify between 5% and 10% of pupils as very able and record their names and abilities on our More Able, Gifted and Talented register.

Strategies for Implementation

Identification

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

- Teacher nomination (based on classroom observation, discussions with pupils, work scrutiny)
- Test scores (end of key stage levels; SAT’s scores)
- Parental nomination
- Predicted test results/scores
- Reading ages
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We recognise that a pupil is likely to be identified as Gifted and Talented if he/she:

- Speaks confidently
- Presents work neatly
- Uses a sophisticated vocabulary
- Is mature in outlook and attitude
- Reads early
- Was born September - December
- Possesses a good general knowledge
- Demonstrates high levels of skill or expertise
- Performs well in tests
- Appears interested
- Is confident
- Is sociable
- Has good spatial awareness
- Persists with work
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A talented/gifted pupil may be missed if he/she:

- Is quiet
- Works untidily
- Is using English as a second language

- Is immature
- Is slow to read/write
- Has a summer birthday
- Has limited out of school experiences
- Is untidy or lethargic
- Is over-active or withdrawn
- Does not perform well in tests
- Appears bored or distracted
- Shows little self confidence
- Has poorly developed social skills
- Is clumsy
- Shows little interest in improving performance
- Avoids work which requires effort or concentration

Class implementation

Teachers are responsible for ensuring that the needs of the Gifted and Talented children are met and activities are differentiated specifically. The following can be employed to meet the needs of the individual:

- Design learning environments to develop 'learning to learn' skills and promote high achievement
- Design challenging learning activities and questions
- Extend knowledge of children's prior learning and the ability to build on it
- Set appropriate learning targets and monitor pupils' progress
- Provision of extension / enrichment activities and tasks
- 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

Out of class activities

It is our intention to help parents to recognise their children's learning characteristics and to support them in ensuring their child reaches their full potential. This should be achieved through appropriate out of school learning activities that are tailored to meet the child's needs.

Other out of class activities may be 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 practise and extend their skills. Out of class activities will include school led clubs and outside agency clubs as well as workshops out of school hours eg: EDEP workshops.

Assessment and Recording

Pupil's progress will be assessed and monitored during the year through normal teacher planning and observation. This is mostly carried out informally by teachers in the course of their teaching and marking.

These may be seen in school as

- SATS results
- NFER tests
- In-house subject tests or assessments
- Response to increased challenge
- Provision of opportunity
- Response from external agency
- Teacher observation, agreement trailing against NC levels

Advice is available to teachers to help them avoid overlooking pupils.

Once identified, the class teacher will work alongside the Gifted and Talented co-ordinator to validate this nomination with assessment data. If agreed that the criteria are met, the child's name is entered in the register. Parents/carers are informed of their children's inclusion on the More able, Gifted and Talented register at termly parent teacher consultations. They are made aware that children may move on and off the register as they develop. Ways in which the child's needs can be met and how they can be supported will be discussed. Pupils who have been identified and nominated by an outside agency (e.g. sport) may require the coach/talent development officer to be present at such a meeting.

Leadership and Management

The leader for More Able, Gifted and Talented at Parley First School is Miss Annie Tribe. The Gifted and Talented leader takes the lead in policy development along with all staff and governors. Tracking the progress and attainment of all pupils including those on the Gifted and talented register is the responsibility of the Inclusion Leader, Miss Rachael Murray who works with the Gifted and Talented leader to analyse their progress.

Learning Resources

Resources are kept or can be found by the Gifted and Talented Co-ordinator and include:

- Information from national strategies and outside agencies
- Extension tasks in all curriculum areas
- Examples of gifted and talented work for teachers to refer to when assessing children in their class

Monitoring and Review

Attainment and achievement of all pupils is overseen by the Head teacher and reported to the Governing Body. The Governor responsible for Gifted and Talented visits the School in line with Governor monitoring policy and reports to the Governing Body.

This document will be reviewed annually in line with the school's policy review programme. The Gifted and Talented Co-ordinator is responsible for reporting to the Governors' curriculum committee about the quality of its implementation and its impact on standards. In light of this, policy amendments may be made.

Annie Tribe

Gifted and Talented Co-ordinator

Policy Reviewed : July 2011

Next Review Due: Summer 2013