

KIRKBY MALZEARD CE PRIMARY SCHOOL POLICY PROFORMA

Policy Title: Gifted and Talented Children Policy

Contact Person: Mrs A.M.Peacock Head Teacher

Rationale:

At Kirkby Malzeard C.E. Primary School we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified as 'gifted' and 'talented' according to national guidelines.

In these guidelines the term 'gifted' refers to a child who has a broad range of achievement at a very high level. Those children who are gifted often have very well-developed learning skills. The term 'talented' refers to a child who excels in one or more specific fields, such as sport or music, but who does not perform at a high level across all areas of learning.

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The mission statement of our school talks of enabling children to reach their own maximum potential in all areas of development through a rich and creative curriculum. The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our gifted and talented children.

Aims & Objectives:

Through this policy we aim to:

- ensure that we recognise and support the needs of our children;
- enable children to develop to their full potential;
- offer children opportunities to generate their own learning;
- ensure that we challenge and extend the children through the work that we set them;
- encourage children to think and work independently.

Identification of gifted and talented children:

We use a range of strategies to identify gifted and talented children. The identification process is ongoing and begins when the child joins our school. Each child's pre-school record gives details of their achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.

In the Foundation Stage children are assessed in their progress towards the Early Learning Goals and Profiles of each pupil are built up. This gives information about their developing skills and aptitudes across several areas of learning. We use this information when planning for individual needs.

As the children progress through the school, we assess them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets. We identify them as gifted and talented children when they achieve high levels of attainment across the curriculum, or in particular skills or aspects of subjects.

The children undertake national tests in Year 2 and Year 6, plus the optional national tests in Years 3, 4 and 5. Teachers also make regular assessments of each child's progress in all subjects of the National Curriculum. We compare the information from these tests with a range of national and LEA data, in order to ensure that each child is making appropriate progress.

Each teacher regularly reviews the children's progress and records this in their Assessment and Record Keeping Profile. Pupil progress is also closely tracked by the Head Teacher and Subject Leaders and children in need of 'challenge' are identified and strategies implemented to move them forward. Teachers discuss the children's progress with parents at consultation evenings, and report annually on each child's progress in July.

Aptitudes in English and mathematics

Gifted and Talented children in English are identified when they:

- demonstrate high levels of fluency and originality in their conversation;
- use research skills effectively to synthesise information;
- enjoy reading and respond to a range of texts at an advanced level;
- use a wide vocabulary and enjoy working with words;
- see issues from a range of perspectives;
- possess a creative and productive mind and use advanced skills when engaged in discussion.

Gifted and talented children in mathematics are identified when they:

- explore a range of strategies for solving a problem;
- are naturally curious when working with numbers and investigating problems;
- see solutions quickly without needing to try a range of options;
- look beyond the question in order to hypothesise and explain;
- work flexibly and establish their own strategies;
- enjoy manipulating numbers in a variety of ways.

Roles & Responsibilities:

Teaching and learning style:

Teachers in our school plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- a common activity that allows the children to respond at their own level;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for children to progress through their work at their own rate of learning.

Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children.

We offer a range of extra-curricular activities for our children. These activities offer more able and very able children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting activities, writing, drama, dancing and a wide range of musical tuition is available throughout the school's music service, including wind, string, percussion and keyboard.

The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

Action to be taken:

Management strategies

The Headteacher as co-ordinator's role includes:

- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by more able and very able children across all curriculum areas;
- monitoring the progress of gifted and talented children through regular discussions with each other.
- liaising with parents, governors and LEA officers on issues related to gifted and talented children.

Who will be responsible for monitoring? Head Teacher & Governing Body.....

Adopted by Governing Body (Date)

Review date: