



CASTILION PRIMARY SCHOOL

Engage, Enthuse, Empower



Reviewed	Agreed by Staff	Review Date	Committee responsible for review
September 2020	September 2020	When necessary	Learning and Achievement

GIFTED AND TALENTED POLICY

Aims

- To support the abilities, personal qualities and talents of all children
- To ensure that all children receive an education appropriate to their abilities
- To provide teaching which makes learning challenging and enjoyable and which provides higher order thinking and questioning skills
- To employ a wide variety of methods of recognition of potential
- To recognise under achievement and seek to remove it
- To stimulate children through extra- curricular activities and through curriculum enrichment
- To have the expectation that the curriculum for all will be extended by realising the needs of the most able
- To train staff and provide for these aims to be achieved
- To compile a Gifted & Talented Register and enter this on the School census and SIMS

Definition

Children are defined as gifted and talented in the following areas:

- A = Intellectual (aspects of English, Maths, Science)
- B = Artistic and creative (aspects of art & design, music, drama)
- C = Practical (aspects of D&T, mechanical ingenuity)
- D = Physical (PE, sports, dance)
- E = Social (personal & interpersonal, leadership qualities, working with adults)
- F = A child who could be recognised as Gifted or talented but who is presently not reaching his/her potential

Exceptionally able children will be performing well above their chronological age.

Identification

Children are continually assessed throughout the year.

In addition the following methods will be used:

- Teacher observation

- Teacher assessment
- Use of attribute checklists
- Use of prior knowledge/background

No one single method can be entirely accurate. The school will seek to provide an enriched curriculum for all children, through which it will be possible to identify the most able.

Organisational issues

- Acceleration is not usually recommended because there may be social difficulties through differences in levels of maturity. It should be possible to address the needs of these children within the appropriate year group. However, there will be times when it will be appropriate for children to work with older children.
- Withdrawal groups may be used but this must be done sensitively. Mentoring by adults or children may also be used.
- Opportunities for workshops at other schools should be taken up when offered.

Provision

- An effective learning environment is provided across the school embracing ICT, specific resources, a positive ethos and a championing of success
- Enrichment/extension work is provided by all teachers in all classes as part of normal differentiated provision
- Working with others of similar ability is important and can be made possible by group work or setting. However, working with children of mixed ability is also recognised as valuable and essential.
- Differentiation should provide activities requiring higher order thinking skills.
- Gifted and talented children need to be challenged.
- The role of the teacher is vital in challenging the thinking of the gifted child and making learning creative and enjoyable.

Extra curricular activities

These are highly valued for the gifted and talented child and include:

- Club activities covering a wide spectrum
- Day and residential visits
- The use of specialists – e.g. ASTs, visiting artists, authors etc

Continuity and Progression

- Staff will liaise at Handover meetings
- The school will liaise at Y6 transition times
- The school will liaise with parents of children on the Register via annual reports, parent meetings, IEP meetings etc
- Parents and teachers will work together for the needs of the gifted and talented child

Personal/Emotional and Social issues

The school has an ethos of provision for the emotional, social and intellectual development of all children which involves developing the necessary skills as well as providing for the building of self esteem.

Monitoring, Assessment and Evaluation

- The school will review the Register on an annual basis within each year group, through the first Pupil Progress meeting of the year.
- Underachieving children will be identified from the Register and actions put into place to address the issue. Progress will be carefully monitored through Pupil Progress meetings.
- The G&T Register will be recorded on SIMS in its entirety and included on the School Census.
- There should be reference made to G & T in the School Prospectus
- The school will evaluate provision through the use of The Quality Assurance Plan

Signed: Head Teacher

Date:

Signed: Chair of Governors

Date: