

Clewer Green CE Aided First School

Inspiring Children

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Vision: Every child has been blessed by God with unique potential. Our vision for Clewer Green is to inspire and nurture children in a safe, happy and caring Christian community, where everyone is valued and enjoys learning.

GIFTED AND TALENTED POLICY

AIM

Our aim, in line with our distinctively Christian values is for every child to have the support that they need, and by example and direct teaching, promote a Christian ethos within the school, whilst recognising that not all of its members will be practising Christians.

INTRODUCTION

Our school values all children equally and endeavours to ensure that each child should have the opportunity to realise his/her potential in a stimulating and supportive environment.

Our school will have, at any time, a number of gifted or talented pupils, some of whom may perform at a level that well exceeds the level of others in their class or that expected for children in their age group. This may be in one or more areas of learning.

We believe that we can make a difference in enabling these pupils to achieve the greatest possible progress and recognise the value and importance of identifying and celebrating their achievements and successes. Research has shown that by making provision for gifted and talented pupils, the standards of achievement are raised for all pupils.

Our definition of ability recognises academic and practical performance as well as those who show outstanding artistic, musical and creative talent, physical skills, leadership qualities and the ability to process ideas and information. It also recognises that a child may possess this potential although performance may not currently reflect this. The Department for Education (DfE) distinguishes between gifted learners and talented children:

- Gifted learners are those who have particular academic abilities;
- Talented learners are those who have particular abilities in the creative arts (such as music, art and design, drama, dance) or PE

THE POLICY

This policy outlines the identification procedures and management of the school's provision for Gifted and Talented children as agreed by staff and governors. It will be reviewed every two years. The aim of this policy is to ensure that, in accordance with the National Curriculum 2014, "teachers set high expectations for every pupil" and "plan stretching work for pupils whose attainment is significantly above the expected standard" (Department for Education, 2013).

IDENTIFICATION METHODS

It is important to identify a learner's abilities and talents at every stage in their development in order to ensure that provision is appropriately challenging for them. In the Early Years identification will tend to consist of measures linked to indications of children's interests and enthusiasms. Identification will also be more provisional

and fluid throughout the early years, since it will need to reflect the differing and uneven rates at which children develop at this stage.

There are a number of identification strategies available to assist schools. It is important to note that no single process is perfect or should be used in isolation and the identification process needs to be ongoing. A range of popular methods for identification are listed below: -

Gifted Identification strategies

- Teacher / staff identification
- Testing- achievement, potential and curriculum ability
- Assessment of children's work
- Benchmark tests/assessments – end of Key Stage tests
- Cognitive Abilities Tests
- Spelling age tests
- In-house subject tests or assessments for example termly Maths (PUMA), termly Reading (PIRA)
- Observed response to increased challenge
- Teacher assessment and records of progress.
- Curriculum specialist or advisor identification
- Reports from outside agencies
- Reports from previous schools
- Scrutiny of Target Tracker attainment and progress

Talent Indicators

- Outstanding performance at school at a level considerably higher than that expected for the child's age in the subject areas of Music, Art and Design, Drama and Sport
- Outstanding performance in grade tests in music, dance or drama
- Attendance at a centre for advanced training in music, dance or sport

Characteristics to look for

Gifted and talented pupils are a diverse group and their range of attainment will be varied. However, they are more likely than most pupils to:

- think quickly and accurately;
- work systematically;
- generate creative working solutions;
- work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations;
- communicate their thoughts and ideas well;
- be determined, diligent and interested in uncovering patterns;
- achieve, or show potential, in a wide range of contexts;
- be particularly creative;
- show great sensitivity or empathy;
- demonstrate particular physical dexterity or skill;
- make sound judgements;
- be outstanding leaders or team members;
- be fascinated by, or passionate about, a particular subject or aspect of the curriculum;
- demonstrate high levels of attainment across a range of subjects or within a particular subject or aspects of work.

THE ROLE OF THE CLASS TEACHER

- Take steps to identify more able/gifted and talented pupils within their class as soon as possible
- Assess/gather data to support the nomination
- Plan and implement appropriate provision
- Record strategies to be used - Include provision in medium and short term plans, as appropriate
- Review provision regularly

THE ROLE OF THE GIFTED AND TALENTED CO-ORDINATOR

- Ensure all staff involved with identified children know of their particular needs and are encouraged to make provision for them.
- Update colleagues on best practice or new initiatives as they arise.
- Monitor the progress made by the children using Target Tracker.

PROVISION WITHIN SCHOOL

Teachers should seek to use a variety of techniques and strategies to provide for Gifted and Talented children.

Planning for the more able child:

- Identifying provision for pupils in subject policies and plans
- Planning a differentiated curriculum with a balance of whole class, group and individual teaching
- Differentiation through pace, task, dialogue, support, outcome, resource and content
- Planning a variety of extension and enrichment activities
- Setting differentiated homework where appropriate

Challenging the more able child:

- Problem solving and investigation to develop reasoning and thinking skills
- Use and model open-ended questions and tasks
- Introduce elements of competition within and outside peer group
- Competition against self – target setting
- Opportunities for creative and productive thinking
- Encourage use of higher-order thinking skills

Extending and enriching the curriculum:

- Visiting experts and range of materials and resources.
- Use of additional support, TAs, other adults, older pupils and parents for one to one or group work to extend child in a specific area (social or academic)
- Links with outside agencies and other schools
- Clubs at lunchtime or after school, covering academic as well as other activities
- Participation in special competitions
- Use of the expertise and interests of able pupils to help deliver the curriculum
- School Council
- Cluster activities with other schools
- Consideration of the enrichment activities provided by outside associations and organisation

Knowing what pupils are capable of:

- Regular observation and recording of progress across the curriculum
- Encourage pupils to assess and review their own performance
- Value out of school achievements

PROVISION OUTSIDE SCHOOL

The most effective support the school can provide to parents of more able children is via open communication of information about progress and strategies adopted. The school will need to make use of:

- Subject specialists
- Visiting experts
- Specialist clubs and societies

RECORD KEEPING

The school's normal individual record keeping applies to more able pupils.

CONTINUITY AND PROGRESSION

Information on Gifted and Talented pupils is provided on transfer between classes
Information on Gifted and Talented pupils is provided on transfer between schools

MONITORING, ASSESSMENT AND EVALUATION

Children achievements will be monitored and evaluated against set individual targets. This process will include:

- Regular observation and recording of progress across the curriculum
- Encouraging pupils to assess and review their own performance
- Valuing out of school achievements
- Intervention activities to prevent underachievement.

NAMED CO-ORDINATOR

The Gifted and Talented Co-ordinator for our school is the Deputy Headteacher

CONTINUING PROFESSIONAL DEVELOPMENT

Training for the Gifted and Talented Co-ordinator, as necessary

Appropriate in-service for all staff

Involvement in cluster co-ordinator meetings and training initiatives

EVALUATION

It is important that the success of the school's provision for the more able child should be evaluated regularly by the Co-ordinator.

MODERATION

All staff are involved in moderation to maintain a consistency of standards throughout the school and to ensure progression.

INFORMATION AND COMMUNICATION TECHNOLOGY

Use of the information technology is encouraged when appropriate across the curriculum

HEALTH & SAFETY

Staff undertake to make sure that health and safety procedures are observed.

OTHER RELATED POLICIES

The Gifted and Talented policy should be read in conjunction with other relevant school policies.

Revised June 2018

Review date June 2020

_____ Date _____

Kate Kelliher, Chair of Governors