

Clewer Green CE First School

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'Inspiring Children'

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.

'I can do all things through him who strengthens me'
Philippians 4:13

TEACHING AND LEARNING POLICY

(Gifted and Talented)

This should be read in conjunction with our Teaching and Learning Policy

Aims

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.

At Clewer Green School we are committed to providing a secure and stimulating environment for all our pupils. We value excellence, recognise achievement and celebrate the success and effort of all our children. Our excellent teaching and learning aims to maximise opportunities and develop the children's confidence so they can challenge themselves and take risks. We believe in treating pupils as individuals, providing an education that is suited to their particular needs and abilities.

To ensure all pupils reach their full potential, it is important to adopt and implement appropriate policies and practices to fulfill their educational and social needs. Their specific talents and skills need to be nurtured by providing them with either the opportunities to work at high cognitive levels in academic areas or a chance to aspire for creative or physical excellence, whilst still ensuring the holistic needs of the child are met in order to provide a well rounded education.

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.

Policy outline

This policy outlines the identification procedures and management of the school's provision for all children as agreed by staff and governors.

Definition

The DCSF (Department for Children, Schools and Families) defines able, gifted and talented learners as:

Those children and young people with one or more abilities developed to a level significantly ahead of their year group (or with potential to develop those abilities).

Able learners are defined as those who have the capacity for, or demonstrate, high levels of performance in an academic or non-academic area. This also includes children who are leaders or role models and who display outstanding leadership and/or social skills.

Gifted children are defined as those with an innate ability, who present a natural, outstanding aptitude or competence for exceptional performance.

A talented pupil is one who demonstrates high levels of achievement with a specific ability in a non-academic area, including art, music, sport or the performing arts.

Identification of Gifted and Talented

The identification of gifted and talented pupils is a process in which the whole teaching and support staff participate, as well as parents, carers and the children themselves. The process starts as children enter Clewer Green and is reviewed constantly.

All staff need to be aware of this and look for "hidden talents". Both qualitative and quantitative information can be used for identification purposes.

It is worth remembering that gifted and talented pupils can be:

- Good all-rounders
- High achievers in one area
- Of a high ability but with low motivation
- Of good verbal skills but with low writing skills
- Very able but with poor social skills
- Keen to 'disguise' their skills

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: -

- Children's achievement, potential and curriculum ability
- Assessment of children's attainment (knowledge and skills)
- Teacher observation
- Benchmark tests/assessments – end of key stage tests, optional SATS
- Reading / spelling age / phonic assessments
- Subject tests or assessments for example termly Maths (PUMA), termly Reading (PIRA)
- Observed response to increased challenge
- Reports from outside agencies
- Reports from previous schools

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.
- 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 / or Sport

The Role of the Class Teacher

- Take steps to identify more able/gifted and talented pupils within their class
- Plan and implement appropriate provision
- Record strategies to be used
- Review provision regularly

- Monitor the progress made by the children.

Provision within School

At Clewer Green the main focus is to improve the provision for all pupils in day-to-day First Quality Teaching and learning. We focus on enrichment and extension as the two main strategies for meeting the needs of all pupils, including Gifted and Talented.

Enrichment consists of broadening a pupil's education. This can consist of enabling a pupil to study aspects of a topic that interest and stimulate their curiosity. Children are encouraged to learn through different methods as they enjoy engaging projects and activities which allows them to look at subjects in more depth, and give them opportunities to explore and use their imagination.

Extension occurs when pupils are encouraged to develop more sophisticated thinking and reasoning skills.

Opportunities for extension and enrichment are built into all our schemes of work across all curriculum areas

Teachers should seek to use a variety of techniques and strategies:

Planning for the more able child:

- Identifying provision for pupils in subject policies
- 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
- Competition against self – target setting
- Opportunities for creative and productive thinking
- Encourage use of higher-order thinking skills
- Teachers have high expectations
- Teaching is personalised, pacy and challenging
- Tasks are designed to take account of levels of existing knowledge, skills and understanding and are differentiated appropriately
- There are planned extension opportunities or open-ended tasks that promote higher order thinking skills

Extending and enriching the curriculum:

- Visiting experts and range of materials and resources.
- Increased technical and specialist language.
- Use of additional support, TAs and HLTAs, 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 within the partnership.
- Clubs at lunchtime, before/after school and during school holidays covering academic as well as sports, arts, music and drama
- Participation in special competitions
- School Council, Worship Leader, Librarian and House Captain responsibilities
- Collaborative activities with other schools
- Consideration of the enrichment activities provided by outside associations and organisation
- Shared celebration of children's achievements
- Specialist teachers
- Enrichment opportunities including specialist days
- Intervention groups
- Opportunities to learn a variety of musical instruments
- Opportunities for performance

Knowing what pupils are capable of:

- Regular observation and recording of progress of knowledge and skills across the curriculum through use of tracking systems
- Encourage pupils to assess and review their own performance
- Value out of school achievements

Transition

Information on all pupils is provided on transfer between classes
Information on all pupils is provided on transfer between schools

Reviewed March 2022
Next Review: March 2023

_____ Date _____

Sarah Langley Chair of Governors, Clewer Green CE First School