

St Joseph's Catholic Primary School Worcester  
'following Jesus in all we do'  
Policy for Gifted, Talented Pupils

**St Joseph's Catholic Primary School, Worcester**

*'Following Jesus in all we do'*

# **Policy for provision for Gifted and Talented Pupils at St Joseph's Catholic Primary School**

## **Contact Details**

**Headteacher**

**Mrs Louise Bury**

**St Joseph's Catholic Primary School,**

Chedworth Drive,

Warndon,

Worcester,

WR4 9PG

**Telephone:** 01905 452772

**Email:** [office@st-josephs-pri.worcs.sch.uk](mailto:office@st-josephs-pri.worcs.sch.uk)

**Date Reviewed:** July 2017

**Date Ratified:** September 2017

**Review date:** July 2018

*As educationalists, we have a responsibility for identifying and supporting the development of those pupils who demonstrate the potential for outstanding achievement.*

*St Joseph's encourages all partners in children's education to be "on the lookout for excellence" thus promoting a positive school ethos that is geared towards success.*

## 1. INTRODUCTION

1.1 At St Joseph's Catholic Primary School Worcester, we value the individuality of every child and acknowledge the importance of helping every child to recognise the spectrum of their capabilities in order to fulfil their potential. Whereas we uphold a philosophy of inclusion, we are aware that to offer all children the same opportunity is not to offer them equality of opportunity. If we are not to hamper the development of children of above average ability, it is important that we have a means of identifying such children and of encouraging them to reach for the highest level of personal achievement. This policy outlines the school's practice and procedures relating to the support of the gifted, talented and most able pupils in our school.

1.2 The purpose of this policy is to help to ensure that we recognise and support the needs of those children in our school who we have identified as 'gifted' and / or 'talented' or 'Most Able' according to national guidelines.

### 1.3 Definitions

**'Gifted'** – children with the potential for exceptional performance representing around 0.5% of the population nationally.

**'Talented'** – children with a particular ability in art, music, sport or the performing arts.

## 2. AIMS

2.1 Our aims are to:

- ✦ ensure that we recognise and support the needs of all 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.

## 3. IDENTIFICATION OF GIFTED, TALENTED PUPILS

3.1 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 achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.

3.1 Children undergo baseline assessment within the first half-term of joining our reception class. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's Foundation Stage profile with the parent, and use this information when planning for individual needs.

3.3 As the children progress through the school, they are assessed and tested regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets.

## 4. APTITUDES IN ENGLISH AND MATHEMATICS

4.1 Gifted children in English are identified when they:

- ✦ demonstrate relatively high levels of fluency and originality in their conversation;
- ✦ use research skills more effectively to synthesise information;
- ✦ enjoy reading, and respond to a range of texts at a more advanced level;
- ✦ use a wider vocabulary, and enjoy working with words;
- ✦ see issues from a broader range of perspectives;
- ✦ use more advanced skills when engaged in discussion.

4.2 Gifted children in mathematics are identified when they:

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

## 5. TEACHING AND LEARNING

5.1 Our teachers 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, such as by providing:

- ✦ a common activity that allows the children to respond at their own levels;
- ✦ 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.

5.2 Children are familiarised with a variety of organisational strategies as they move through the school. These strategies can be used by all children, but give due scope to higher achievers.

5.3 We offer a range of extra-curricular activities for our children. These activities offer higher achievers the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting clubs.

5.4 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.(See Home Learning Policy)

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

## 6. MANAGEMENT STRATEGIES:

6.1 Identification and recognition of Gifted and Talented pupils is reviewed termly with teachers, in line with pupil progress meetings and the Gifted and Talented Register is addressed and reviewed as a staff annually.

The G&T Co-ordinator determines whether it is appropriate to remove or amend entries through discussion with staff and SLT. Each class teacher has a copy of the Gifted and Talented Register.

6.2 During the year, teaching staff may propose a child for inclusion in the register. This is always done in line with discussion with G&T coordinator and colleagues and is recorded by writing the child's name on the appropriate page, filling in the details and adding their signature. Although the class teacher is likely to be the person with best in-

St Joseph's Catholic Primary School Worcester  
'following Jesus in all we do'  
Policy for Gifted, Talented Pupils

school knowledge of an individual child, any teacher may propose any child. (This is because classes are sometimes swapped between teachers for teaching some subjects, e.g. art, music, etc.)

6.3 Proposals by non-teaching staff, external partners and parents can be made at anytime. Teaching staff are always willing to offer assistance and will complete the relevant record and take this to the G&T Coordinator to follow up. Following up of proposals may result in transference to the register by the Gifted & Talented Co-ordinator.

#### 6.4 Nominations

It is acknowledged that some children may have been nominated inappropriately for a variety of reasons (e.g. isolated instance of perceived talent) – and may subsequently not meet expectations. However, it is also worth remembering that these children may have been subsequently deprived of opportunity to develop or demonstrate their particular talent – a situation which will need to be addressed and will come up through the review process.

6.5 One of the prime purposes of maintaining an accurate and rigorously reviewed register is that it should encourage pupils to make the most of their abilities, we work to the maxim, "If in doubt – leave them IN".

The review process helps to identify pupils who have been under-achieving – (see role of G&T Coordinator)

See Appendix B – Gifted and Talented Register pages

See Appendix C – Nomination form.

A "rule of thumb" target is that the list should include approximately 10 – 20 % of pupils.

## **7. THE ROLE OF THE SCHOOL GIFTED AND TALENTED CO-ORDINATOR AT ST JOSEPH'S CATHOLIC PRIMARY SCHOOL**

7.1 At St Joseph's Catholic Primary School, we recognise the necessity for all staff to be involved in identifying, encouraging and providing for the needs of G&T children. However, we also recognise that having a named person with specific responsibility will ensure that the issue is kept in the forefront of staff consciousness.

7.2 The G&T Co-ordinator plays an important role in reminding the SLT, teaching staff, non-teaching staff, club leaders etc. of their responsibilities (throughout the year and especially at strategic dates.) The Headteacher works as a shadow coordinator supporting the G&T coordinator in their work, so forming the G&T team

7.3 The G&T Co-ordinator keeps abreast of issues relating to "gifted and talented" pupils, bringing these to the attention of appropriate staff as necessary and acting as a point of reference for colleagues who need assistance, advice etc.

7.4 The G&T Co-ordinator is responsible for maintaining the G&T register. This includes:

- sending out the letter to parents at the beginning of each school year;
- key liaison for nominations
- termly review of G&T register with class teachers at Pupil progress meeting time
- following up pupil proposals / nominations
- learning walks and work scrutinies
- leading the annual review of the G&T register with staff at the beginning of each academic year.
- Liaising with the G&T Governor annually on progress / key messages in line with Whole School priorities
- Passing appropriate information to secondary schools prior to transition of Year 6 classes.

7.5 The G&T Co-ordinator will confer with class teachers to ensure that children identified as academically "gifted" are provided with a curriculum that is sufficiently challenging to encourage their continued development. The G&T Co-ordinator will advise and assist class teachers with researching, previewing and purchasing appropriate differentiation and extension materials.

7.6 The G&T Co-ordinator will ensure that "talented" children on the G&T register are encouraged to develop their interest and skills. This may be achieved by encouraging such children to participate in present provision e.g. clubs

Policy for Gifted, Talented Pupils

and after-school activities. It may involve referring them towards local provision outside school e.g. local clubs and Summer-schools, etc. (It is important that, wherever possible, parents are involved - so that barriers to participation are removed.) In the case of any Pupil Premium children, Coordinator will liaise with SLT with regard to funding.

7.7 The G&T Co-ordinator will liaise with external providers with regard to their provision of various activities targeted at talented pupils.

## **8. POLICY - DISSEMINATION, MONITORING AND REVIEW**

8.1 The governor with responsibility for inclusion issues monitors the school provision for gifted and talented pupils. The governor will work with the school's gifted and talented coordinator in support of the school's efforts to help these pupils to reach their full potential.

8.2 The coordinator for our provision for gifted and talented pupils provides feedback to the governing body on an annual basis. The monitoring includes feedback from parents and children, as well as regular classroom observations of teaching and learning, and termly evaluations of children's written work.

8.3 The coordinator collects samples of work from the higher achievers, in order to demonstrate the standards that they are achieving. We use these examples to further inform the process of identifying gifted and talented children.

**8.4 This policy will be reviewed every two years, or earlier if necessary.**

8.5 The head-teacher has overall responsibility for ensuring that the policy is implemented in the school. Issues raised during the monitoring process will be reported to the governing body and addressed through the school development plan.

8.6 The policy was presented to the school's Governor Scrutiny Committee in May 2017. It was introduced / developed by all teaching staff at a staff meetings during Summer Term 2017, discussed in a subsequent staff meetings in September 2017. It was agreed to implement the policy with effect from September 2017.

8.7 This policy will be reviewed by the head-teacher, assisted by the G&T Co-ordinator, after it has been in place for two years September 2019 to ensure that it continues to meet the identified needs of the school and its pupils. Subsequently, it will be reviewed every three years and presented to the Scrutiny Committee for approval.

L. Bury  
May 2017

Useful Websites:

[http://www.bbc.co.uk/schools/parents/gifted\\_and\\_talented/](http://www.bbc.co.uk/schools/parents/gifted_and_talented/)

<https://www.nagc.org>