



Gifted and Talented Policy

At Spring Meadow Infants School we shall:

- Help our more able pupils to develop their personalities, skills and abilities, intellectually and socially.
- Provide teaching which makes learning challenging and enjoyable and enables our more able and talented children to fulfil their potential.

Rationale

- The term "gifted" refers to children who have well developed learning skills and who have a broad range of achievements at a high level. The term "talented" refers to children who excel in one or more specific fields.
- This should be seen within the context of teaching and learning that enables all children to achieve their highest level of personal achievement across gender and race.
- We are aware that this is a practical issue for all schools and all classrooms. Gifted and Talented children who are not challenged appropriately can lose confidence and become bored or disaffected.

Identifying Gifted and Talented Children.

- We use a range of strategies within the school, including teacher assessment, and formal tests.
- The Headteacher tracks the progress of individual children in reading, writing and numeracy to ensure that all children are achieving their potential.
- Discussions with parents and carers enable us to gather further details. We use this information when planning for individual needs.
- The school may make a referral to external agencies with parental permission - this could be the Primary Support Service or the Educational Psychologist. Further identification procedures may be requested from these agencies where appropriate.

Aptitude in English is identified when children:

- Demonstrate high levels of fluency in conversation.
- Use a wide range of vocabulary in spoken and written work.
- Read and respond to a range of texts at an advanced level.
- Use research skills to draw together information from texts.

Aptitude in numeracy is identified when children:-

- Enjoy manipulating numbers
- Can devise their own strategies for problem solving.
- See solutions quickly

- Are able to hypothesise

We are aware that gifted children may demonstrate a wide range of characteristics. There is not a typical gifted child.

He or she may:

- Have a wide general knowledge
- Learn quickly
- Be interested in topics which one might associate with an older child
- Have a range of interests
- Show unusual and original responses to problem solving activities.
- Prefer verbal to written activities
- Be logical
- Have a very good memory
- Be artistic
- Be musical
- Excel at sport
- Have a lively and original imagination / sense of humour
- Focus on their own interests rather than on what is being taught.
- Appear arrogant or socially inept.
- Be socially adept.
- Be easily bored by what they perceive to be routine tasks.
- Show a strong sense of leadership
- Are not necessarily well behaved or well liked by others.

None of these behaviours is proof of high ability but they may alert teachers to the need to enquire further into a pupil's learning patterns and ability levels.

School Provision

We have opportunities for extension identified within our planning. Beyond this we aim to:

- Develop opportunities within our curriculum projects which offer pupils more choices and allows them to develop their independent learning skills.
- Use ICT resources to extend learning.
- Share with parents the work that pupils are undertaking so that they may continue their studies at home.

The school may consider accelerating a pupil into another year group. This would only be considered after discussion with the relevant external agencies and parents.

Classroom Provision

We are alert for the "bright but lazy" pupil who could achieve excellent results if motivated and challenged and the danger of assuming that gifted children are easier to teach than other pupils.

Staff are aware of and have undergone training on, different teaching and learning styles.

Classroom strategies employed where appropriate include:

- Setting individual targets within an I.E.P. for gifted and talented pupils.
- Providing pace for more able pupils.
- Ability grouping for literacy and numeracy.
- Providing appropriate challenge – extension activities within science, ICT and other foundation subjects.
- Setting some individual homework tasks.

Parents

We are committed to working with parents of gifted and talented pupils and encourage parents to take an active part in their development.

We offer:

- An open door policy.
- Guidance and advice.
- The sharing of views.
- Provision for home/school challenges.

Management Strategies

The Headteacher and Deputy Headteacher track the provision for these children by:

- Ensuring that the gifted and talented register is up to date.
- Monitoring planning to ensure suitable tasks are being planned across all curriculum areas.
- Tracking children's progress through reading, writing and numeracy record sheets, regular discussion with class teachers and data analysis.
- Supporting staff in the identification of gifted and talented children and providing advice and support to staff on teaching and learning strategies.
- Carrying out regular classroom observations of teaching and learning.
- Regularly sampling children's work.
- Liaising with parents, governors and advisors on issues relating to gifted and talented children.

Policy Date: April 2008