



Gifted and Talented Children Policy

Last reviewed: March 2012

Introduction

- 1.1 This policy helps to ensure that all staff recognise and support the needs of those children in our school who have been identified as 'gifted' and 'talented' according to national guidelines. We believe that supporting the needs of Gifted and Talented pupils is a factor in raising the achievements for all and promoting school-wide excellence.
- 1.2 Pupils at Westfield are valued as individuals with diverse capabilities and strengths. All learners can be regarded as having the potential to reach standards of excellence in some respects.
- 1.3 We seek to support the more and very able within our school through a broad range of opportunities.
- 1.4 We believe that the needs of this group of children are generally best met when they remain with their peer group.

2 Aims and objectives

- 2.1 Through this policy for Gifted and Talented we aim to:
 - ensure that we challenge and extend the children through the work that we set them through appropriate differentiation
 - ensure we promote gifts and talents across the curriculum
 - provide an inclusive approach with sensitivity to the potential impact of labelling a group of pupils as more or very able;
 - provide opportunities for all children to reveal, display and develop specific skills or talents in the pursuit of school-wide excellence;
 - identify and monitor the needs of individual children who show exceptional ability from the earliest stage possible
 - acknowledge and promote parental involvement and partnership in pupil's learning

3 Identification of gifted and talented children

- 3.1 Gifted children in main academic subjects may be one whole level above the nationally expected average (reading, writing, numeracy).
- 3.2 Gifted children may also show the following characteristics (National Association for Gifted Children):
 - Ask a lot of questions and learns more quickly than others
 - Has a retentive memory
 - Is curious and has good powers of concentration on subjects of interest
 - Has a wide general knowledge and interest in the world
 - Enjoys problem solving and may make original connections
 - Has an unusual imagination
 - Shows strong feelings and opinions

3.3 Children are assessed by class teachers and identified as more able are recorded on the school Gifted and Talented register from year 3.

3.4 We are aware that latent or potential talent may go unrecorded and that social background/lack of opportunity may disadvantage pupils and that some pupils perform poorly in tests. To redress this, teachers and adults use their professional judgment to declare children's gifts and talents. Evidence of particular skills may need to be confirmed by a subject specialist or adviser outside the school.

3.5 All children in the school will have their individual strengths (2 areas) recorded by the class teacher once a year (Summer term) to pass on to the next teacher.

4 Teaching and learning style

4.1 Provision will be made for more able and very able children within normal class teaching, but sometimes we will provide out-of-class enrichment or extension activities to promote their skills and talents still further.

4.2 Teachers can plan for gifted and talented children by planning:

- A range of: practical activities; investigation of questions and developing research skills; discussion and problem solving, accessing high level thinking skills; independent learning; critical thinking; individual, group and whole-class teaching.
- Use of ICT
- Target setting
- Ensuring gifted and talented children work with a range of abilities within the classroom

4.3 Offering extracurricular clubs and giving gifted and talented children the opportunity to start their own club in their preferred area

4.4 Communicating gifts and talents to parents (class teachers) and the opportunities provided to cater for their child.

4.5 Successes are celebrated through assemblies, presentations, certificates, sleeve badges, star learner, rainbow points, displays and performances.

5 Responsibilities

5.1 Gifted and Talented Coordinator

One teacher leads the provision and practice within the school for more able and very able children. The role includes:

- the introduction, monitoring and review of the agreed policy;
- ensuring the more able and very able register is up to date, along with the register of gifts and talents for all pupils once a year to pass on to new teachers;
- supporting staff in the identification of more able and very able children;
- providing advice and support to staff on the identification of, and with teaching and learning strategies for more able and very able children;
- consult with more able pupils in order to monitor the effective implementation of the policy;

5.2 The Senior Leadership Team

Will be responsible for ensuring that the policy is implemented as intended.

5.3 The Governors

Will monitor the work of the school in developing effective systems for meeting the needs of very able children. Will identify a specific governor to be responsible for Gifted and Talented provision.

5.4 Class Teachers

All class teachers are responsible for promoting the achievement and challenge of pupils who are seen as gifted and talented.

6. Review of the policy.

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

Signed: Kirby Dawkins (Gifted and Talented Coordinator)

Date: February 2012

Ratified by the full governing body

Date: 26 March 2012

Signed by the Chair of Governors:

Date:

Review date: March 2014