

# Stanford in the Vale (CE) Primary School

## Gifted and Talented Policy

At Stanford in the Vale (CE) Primary School we believe that all children should be encouraged to reach their potential within a happy and secure environment. Gifted and Talented pupils have the right to a challenging and appropriate education through effective provision, leading to raised standards for all pupils. Gifted and talented pupils are defined as *'children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities)'*.

### Aims

We aim to provide equal opportunities for all Gifted and Talented pupils in order for them to be fulfilled, challenged and excited at the prospect of being able to use their abilities to excel. This also extends to ensuring parents are aware that their children are happy at school and progressing well. As a school we respect the differences between pupils, acknowledge individuals' particular needs and encourage and support special achievement. We focus on the whole child, by taking account of physical, social and intellectual skills. Based on these qualities, we aim to provide opportunities to develop specific talents and encourage children to work at higher cognitive levels.

### Provision

As a school we appreciate that all pupils need recognition, approval and support, stimulation, appropriate materials, teacher contact and the opportunity to discover the full range and depth of their potential. Alongside that, Gifted and Talented children also need to acquire higher order thinking skills, through the provision of open ended tasks so that they can develop the activity in their own way. We provide the opportunity for children to learn in an emotionally reassuring environment that is intellectually stimulating and promotes good peer relations as well as developing an ability to learn independently. This is achieved through a variety of whole school approaches, often within the classroom/school setting. Within this provision, we endeavor to include activities that ensure **Breadth** (enrichment), **Depth** (extension) and **Pace** (acceleration). The following are examples of current practice that enable breadth, depth and pace to be evident within our curriculum for Gifted and Talented children:

- Weekly newspaper group, working to create three school newspapers to be sold in school (This ran until July 2016).
- Gifted mathematicians undertake the 'Primary Maths Challenge' once a year
- Art projects for talented pupils; use of sketch books to encourage children to express their ideas freely
- A wide range of extra-curricular activities/groups that are implemented by specialists (eg music/sports teachers, creative arts sessions)
- Participation in sport competitions
- Running the weekly sweet shack

- Taking part in the school 'Enterprise Club'.
- Taking part in the Stanford's Got Talent Show (January each year)

### **Identification and Monitoring Schemes**

There are many ways to identify Gifted and Talented pupils and as a school we have produced the following definitions to help clarify which pupils are Gifted and Talented. These definitions take into account the expectations outlined in the new National Curriculum (Sept 2013) and the removal of levels as a method of assessment (Sept 2014)

#### Definition of Pupils who are Gifted or Talented at SITV (Jan 2017):

##### **Gifted:**

A child who is **working** at an 'exceeding' level or who's work has 'greater depth' than that expected for their age group.

In the Foundation Stage, children have to have achieved 'ELG exceeding' to be considered and the Class Teacher will make the final decision about whether a child is working at a 'gifted' level.

##### **Talented:**

A child who is **performing** at a level higher than that expected for their age.

A child who displays a particular talent that 'stands apart' from the group - ie more than 'good' - outstanding, sensational etc.

e.g.

Swimming: A 7 year old swimming at a level appropriate for 9-10 year olds.

Gymnastics: A child who is awarded badges at a rate quicker than is normally expected for their age.

Singing: A child who is regularly offered solos for a strong singing voice.

Nomination is another important method of identification and as a school we will encourage nominations from all adults within the school, parents and peers to ensure that everyone is involved in the process. In some cases visiting members of the community may notice a specific talent that is eligible for a nomination.

An analysis of assessment data, including performance criteria in sport and the creative arts, also forms an integral part in our identification process. The school's assessment policy and pupil tracking system enables the Assessment Co-ordinator in conjunction with the Gifted and Talented Co-ordinator, to monitor children's performance and endeavour to ensure that a child's potential ability is achieved.

Once pupils have been identified as Gifted and/or Talented, the information will be transferred onto a register and the pupils' parents will be informed by letter.

## **Organisational Responses**

To aid the teaching of *Gifted and Talented* pupils, the school has established several strategies.

At Stanford in the Vale (CE) Primary School we have mixed ability classes, therefore differentiation is a key to teaching all abilities, including the *Gifted and Talented*. This is helped by grouping pupils within the class. Sometimes the pupils are grouped according to ability and other times as mixed ability groups with a shared interest, where the *Gifted and Talented* pupil is able to take on the 'teaching' role.

## **In Class Approaches**

A lot of our provision for teaching *Gifted and Talented* pupils is within class and there are several different ways to achieve this. The main two are extension and enrichment with differentiation heavily encompassed in both - this involves matching work to a pupil's interests and abilities. Within the curriculum, we endeavor to ensure **breadth**, **depth** and **pace** is planned into each lesson.

Extension activities mean 'in more depth' and involve moving children to higher order skills and higher levels. Teachers will need support of the subject coordinator within the school to decide upon the next appropriate step.

Setting differentiated/open ended homework provides an opportunity for *Gifted and Talented* pupils to further develop higher order skills.

The school has developed skills and knowledge to provide appropriate Open Ended Tasks as a method of encouraging successful independent learning. Staff are also encouraged to use specific styles of questioning to encourage higher order thinking. The use of 'Open-ended' Tasks has also been introduced to encourage the development of investigative skills and research in greater depth.

## **Sharing Information**

The Co-ordinator will ensure that the register of *Gifted and Talented* children is kept up to date and is communicated to children's new teachers at the beginning of each academic year or at any other time when teaching staff change.

The co-ordinator will also be responsible for ensuring that relevant information is communicated to new schools either when children leave during a year or at the end of Key Stage 2.

### **Responsibility for co-ordinating, monitoring and reviewing**

The named co-ordinator is Mrs Laura McEachern and the named Governor is Mrs Jane Braddy. The policy will be reviewed every two years.

Monitoring and evaluating is essential as it generates confidence in the policy, improves the procedures involved, strengthens any weak areas and informs future planning and action. This process will involve the co-ordinator, governor and person responsible for monitoring and evaluation generally in the school, parents and any external advisors consulted.

Monitoring and evaluation may be further enhanced by using the 'Classroom Quality Standards in Gifted and Talented' criteria, as a Self Evaluation Tool for all staff.

When monitoring these points will be considered

- Whole school policy implemented
- Homework differentiated/open ended
- Grouping arrangements take place as planned.

When evaluating these points will be discussed:

- How effective are the policies?
- Are pupils sufficiently challenged?
- Are staff confident to identify and provide for the Gifted and Talented Pupil?
- Are we making full use of external opportunities?

### **Use of Local Authority and Outside Agencies for Training**

The Local Authority and outside agencies will be used to develop knowledge and understanding of this subject, either through the appointed Governor and Coordinator attending courses or by buying in expertise. Any knowledge gained will then be disseminated through staff meetings and if necessary teacher training days.

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