

North Heath Community Primary School

POLICY FOR MORE ABLE/GIFTED AND TALENTED PUPILS

INTRODUCTION

North Heath Community Primary School values the individuality of all pupils. We are committed to giving all pupils every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the More Able/Gifted and Talented pupils in school regardless of their age, gender, ethnicity or background. This is in accordance with the Equal Opportunities Policy and the Single Equality Scheme.

The policy outlines

- A definition of 'More Able / Gifted and Talented'
- The procedures used to support these pupils

RATIONALE

North Heath Community Primary School will have, at any time, a number of More Able / Gifted and Talented pupils. Some of these pupils may perform at a level that exceeds the level of others in their class or is expected for pupils in their age group. This may be in one or more areas of learning. Their performance can exceed that of above-average attainers and sometimes that of pupils described as well above average for their age.

AIMS

The aim of this policy is to ensure a consistent approach to the identification and support of the More Able/Gifted and Talented pupil through:

- An agreed, shared definition of the term, "Gifted and Talented"
- Identification of the More Able/Gifted or Talented pupils as early as possible
- Meeting pupils' needs with a range of appropriate strategies
- Raising staff awareness of the range of strategies available to them
- Creating a climate of learning throughout the school
- Working in partnership with parents/carers to help them promote learning and development
- Making use of the wider community to enhance learning opportunities
- Continuing to support all pupils

DEFINITION

In line with DfES guidelines, 'Gifted and Talented Pupils' are those who achieve, or have the ability to achieve, at a level significantly in advance of the average for their year group.

IDENTIFICATION

North Heath Community Primary School

We aim to identify pupils who are More Able / Gifted and Talented. This could be approximately 5-10% of the school although this will vary from year to year. Identification will be made from the whole class, including the Special Needs Register and low, middle and high abilities.

In the identification process strategies used will include:

- Teacher nomination with reference to the Initial Checklist (Appendix 1)
- Previous records
- Test results/teacher assessments
- Target Tracker information
- Pupil's work
- Parental information
- Information provided by external agency (e.g. club or National Governing Body of Sport)

The More Able / Gifted and Talented register is circulated to all staff. The register is reviewed regularly.

PROVISION

We believe that provision is most effective when it is made within the classroom, through a stimulating, differentiated curriculum. Where appropriate, More Able / Gifted and Talented pupils may be withdrawn in groups, which are appropriate for their age and specific ability.

Planning reflects the regular opportunities for enrichment activities set for small group work, in the class or withdrawn, within the year group or across the year groups, in subject areas according to the needs of the child.

Pupils on the register may be put forward for Enrichment Courses when available, and may be provided with opportunities within the community to participate in activities such as Music or Sport.

PUPIL AND PARENT INVOLVEMENT

Parents and carers involvement is encouraged in the pupils' learning and the school aims to work in full partnership.

STAFF DEVELOPMENT

Training needs are regularly reviewed and inform planning for training sessions and input from specialists. Wherever possible the Co-coordinator and other staff attend local and national courses and conferences.

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Appendix 1

Initial Checklist

- Learns new facts / skills easily
- Has quick mastery / recall of information.
- Informed in unusual areas, often beyond their years
- Has exceptional interest / curiosity
- Asks provocative , searching questions
- Jumps stages in learning
- Has advanced understanding and use of language
- Is persistent in seeking task completion
- Easily grasps underlying principles and needs minimum explanations
- Is an independent worker, showing or taking the initiative
- Shows leadership qualities
- Able to make generalisations
- Can move from the concrete to abstract
- Recognises deeper significance in a story
- A keen and alert observer
- Musical / artistic – original, imaginative, creative
- Shows exceptional ability to express him / her self – verbally fluent, outstanding vocabulary
- Reluctant to practise skills already mastered
- Exhibits unusually extroverted or introverted behaviour within a group
- Speed and agility of thought / preference for verbal rather than written expression.