

William Gilpin C.E primary School

Gifted, Able and Talented Policy

1 Introduction

- 1.1 At William Gilpin School we aim to provide a curriculum that is appropriate to the needs and abilities of all of our children. We plan our teaching and learning in such a way that we aim to enable each child to reach the highest level of personal achievement. As a school we identify children who are 'Gifted', 'Able' and 'Talented' and ensure that we support their needs appropriately.
- 1.2 In this policy the terms 'Gifted' and 'Able' refer to children who have a broad range of achievements at a very high level. These children often have very well developed learning skills. The term 'Talented' refers to children who excel in one or more specific field, such as sport or music, but who do not necessarily perform at a high level across all areas of learning.

2 Aims and Objectives

- 2.1 Through this policy we aim to:
- ensure that we recognise and support the needs of the children at William Gilpin C.E Primary School;
 - enable all children to develop to their full potential;
 - offer children opportunities to generate their own learning;
 - offer extra curricular opportunities for our children;
 - encourage children to think and work independently.

3 Identification of 'Gifted' and 'Able' Children

- 3.1 We use a range of strategies to identify Gifted and Able children. The identification process is ongoing and begins during the Reception Year.
- 3.2 During the first few weeks in the Reception Class, Records of Achievement are passed on from Pre-schools. These, along with discussions with parents, begin to identify achievements and particular interests that the children may have. Assessments are ongoing during the Reception year and information is mainly gathered through observations on individual children. These assessments are supported by photographic evidence where possible. Foundation Stage Profiles are completed three times during the year and children who are making higher than expected levels of achievement will be highlighted on the Gifted and Able register.
- 3.3 As the children progress throughout the school they are tested regularly to ensure that they are making their expected progress. Children are identified as Gifted, Able and Talented when they achieve high levels of achievement across the curriculum, or in particular skills. References can be made to the Assessment for Learning policy to highlight the individual tracking process at our school.
- 3.4 Gifted, Able and talented children are identified when they:
- demonstrate high levels of fluency and originality in their conversation;
 - use research skills effectively to synthesise information;
 - enjoy reading and respond to a range of texts at an advanced level;

- have high level thinking skills;
- possess a creative and productive mind and use advanced skills when engaged in discussion;
- explore a range of strategies for solving a problem;
- are naturally curious when working with numbers and investigating problems;
- look beyond the question in order to hypothesise and explain;
- enjoy manipulating numbers in a variety of ways;
- see solutions quickly without needing to try a range of options;
- show a natural talent in sport, music or within creative areas.

4 Teaching and Learning Style

- 4.1 Differentiated lessons are planned carefully by the teachers in our school to ensure that the differing learning needs of our children are met.
- 4.2 Children meet a variety of organisational strategies as they move throughout the school. Each strategy supports all children in their learning, but gives due regard to the gifted and able learner.
- 4.3 We offer a range of extra-curricular activities to enable our talented children to further extend their learning.
- 4.4 Learning is enriched through regular differentiated homework activities linked to the work being undertaken in class.

5 Management Strategies

- 5.1 In our school the Headteacher and the Gifted and Talented Leader/Manager oversee the provision in the school for Gifted, Able and Talented children. This includes:
- ensuring that the Gifted and Able and Talented registers are up to date;
 - regularly reviewing the teaching arrangements for Gifted, Able and Talented children;
 - regularly monitoring the progress of Gifted, Able and Talented children;
 - supporting staff in the identification of Gifted, Able and Talented children;
 - providing advice and support to staff on teaching and learning strategies for Gifted, Able and Talented children;
 - liaising with parents, governors and LA officers on issues related to Gifted, Able and Talented children.

6 Monitoring and Review

This policy will be reviewed in the Spring Term 2009.

Signed:

Date: