

Sir John Barrow School
Able, Gifted and Talented Children Policy
(See also Inclusion; Teaching and Learning)

Introduction

We believe in providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. The purpose of this policy is to help ensure that we recognise and support the needs of those children in our school who have been identified as 'gifted' and/or 'talented' according to national guidelines.

While we recognise and cater for these particular categories of children in our school, at the same time we respect the right of *all* children, irrespective of differences in ability, to access various areas of learning, both for their self-fulfilment, and for their eventual development into active and responsible adults. We value the individuality of all our children.

Aims

Our aims are to:

- ensure that we recognise and support the needs of all our children;
- enable children to develop to their full potential;
- offer children opportunities to generate their own learning;
- ensure that we challenge and extend the children through the work that we set them;
- encourage children to think and work independently.

Definitions

Although "gifted and talented education" is well established in many parts of the world, working definitions vary. In Sir John Barrow we will use the following:

Gifted: The top 5 – 10% of learners in academic subjects including Maths and Literacy. This 'gifted' group is likely to include a mixture of 'more able' and 'exceptionally able' children.

Talented: The top 5 – 10% of learners in other subjects including Art, Music, PE or Drama. Again this 'talented' group is likely to include a mixture of 'more able' and 'exceptionally able' children.

More Able: Children who have the potential to perform, or are performing above age related expectations (top 5-10%).

Exceptionally Able: Children who are performing well above age related expectation and whose gift or talent would be recognised nationally (top 5% or less).

The needs of our Gifted and Talented children are provided for through organised additional opportunities. Needs are identified using information from the Gifted and Talented Register and organised by the Gifted and Talented Leader.

Identification

We use a range of strategies to identify gifted and talented children. The identification process is ongoing, and begins when the child joins our school.

As the children progress through the school, we assess them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets.

The children undertake national tests in Year 2 and Year 6, plus the optional national tests in Years 3, 4 and 5. Teachers also make regular assessments of each child's progress in all subjects of the National Curriculum. We compare the information from these tests with a range of national and LEA data, in order to ensure that each child is making appropriate progress.

Each teacher regularly reviews the children's progress and records this. Teachers discuss the children's progress with parents during parental consultations, open evenings and report annually on each child's progress in July.

In addition, teachers identify pupils who have the potential to perform, or are performing, above age related expectations in music, art, drama and/or sport. Information from parents, coaches or tutors will be considered in identifying gifted and talented students.

Teaching and learning style

The number of children in our school considered as gifted and/or talented will vary. Provision will be made for these children within the normal class teaching, but sometimes we will provide enrichment or extension activities to promote their skills and talents still further.

Our teachers plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning, such as by providing:

- a common activity that allows the children to respond at their own level;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for children to progress through their work at their own rate of learning.

Children are familiarised with a variety of organisational strategies as they move through the school. These strategies can be used by all children, but give due scope to higher achievers.

We offer a range of extra-curricular activities for our children. These activities offer higher achievers the opportunity to further extend their learning in a range of activities.

Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children.

The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning as well as visitors who come into school to provide learning opportunities.

Management strategies

There is a nominated teacher who coordinates the provision and practice within the school for gifted and talented children. The coordinator's role includes:

- running a register of gifted and talented pupils, and keeping it up to date;
- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken across all curriculum areas by the higher achievers;
- reviewing the teaching arrangements for these particular children;
- monitoring their progress through discussions with teachers;
- supporting staff in the identification of these children;
- providing advice and support to staff on teaching and learning strategies;
- liaising with parents, governors and LA officers on related issues.

Monitoring and review

The governor with responsibility for Gifted & Talented monitors the school provision for gifted and talented pupils. The governor will work with the school's gifted and talented coordinator in support of the school's efforts to help these pupils to reach their full potential.

The coordinator for our provision for the gifted and talented provides feedback to the governing body on an annual basis.

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

Reviewed by: A. Robinson
Date: February 2017