



POLICY FOR GIFTED AND TALENTED PUPILS

INTRODUCTION

RATIONALE

Corby Old Village Primary School will have, at any time, a number of extremely able, talented or gifted pupils, some of whom may perform at a level that well exceeds the level of others in their class or that expected for children in their age group. This may be in one or more areas of learning. Their performance will exceed that of above-average attainers and sometimes that of children described as well above average for their age.

We believe "Every child matters" and that we can make a difference in enabling these pupils achieve the greatest possible progress.

Our definition of ability recognises academic, practical, creative, musical, physical, sporting and social performance. It also recognises that a child may possess this potential although performance may not currently reflect this.

We believe that provision is generally most effective when it is made within the classroom, through a stimulating, differentiated curriculum. We also recognise that in some cases, particularly with pupils talented in physical education and sport that we need to work with external partners to meet their needs.

AIMS

The aim of this document is to ensure a consistent approach to the identification and support of the very able or gifted child through:

- An agreed, shared definition of the terms, "talented" & "gifted"
- Identification of the talented or gifted pupils as early as possible
- Substantiating identification by the use of objective assessment measures, where appropriate
- Meeting pupils' needs with a range of appropriate strategies
- Raising staff awareness of the range of strategies available to them
- Create a climate of learning throughout the school
- Working in partnership with parents/carers to help them promote children's learning and development
- Making use of the wider community to enhance learning opportunities

- Continuing to support all children
- Liaising with the receiving Secondary Schools to ensure that there is continuity in providing an enhanced curriculum
- Appointing a Gifted & Talented Co-ordinator to co-ordinate the above

ORGANISATION AND IMPLEMENTATION ARRANGEMENTS

1. Definitions

"Gifted pupil" refers to a pupil whose performance or potential performance:
 Substantially exceeds that of his/her peers in relation to national expectations
 Substantially exceeds that of their peers in relation to their age group in school

It describes pupils who:

Perform extremely highly on standardised tests of ability, national tests or examinations
 Perform or who are potentially able to perform, at a level that substantially exceeds that which expected for their age across a range of subjects
 Perform, or who are potentially able to perform, at a level that substantially exceeds that which is expected for their age in a particular area.

"Talented" pupils will include those of exceptional ability and talent who function at levels several years beyond expectations for their age or whose quality of performance is markedly superior to that which is usually encountered in the creative and performing arts and physical activities.

2. Identification is usually made by:

Teacher nomination
 Audit of special abilities (formal or informal)
 Previous records
 Test results/teacher assessments
 Pupil's work
 Parental information
 Information provided by external agency (e.g. club or National Governing Body of Sport)

3. Assessment methods

SATS results
 NFER tests
 In-house subject tests or assessments
 Response to increased challenge
 Provision of opportunity
 Response from external agency
 Teacher observation, agreement trialing against NC levels

Advice is available to teachers to help them avoid overlooking pupils who do not conform to the exigencies of the school.

Once identified the class teacher/form tutor will work alongside the Talented & Gifted Co-ordinator to validate this nomination with assessment data. If agreed that the criteria are met, the child's name is entered in the register and parents/carers are invited to the school to discuss ways in which the child's needs can be met and how they can be supported. Pupils who have been identified and nominated by an outside agency (e.g. sport) may require the coach/talent development officer to be present at such a meeting.

STRATEGIES FOR SUPPORTING THE ABLE CHILD

One or more of the following can be employed to meet the needs of the individual:

- Planning for differentiation
- The use of questioning to raise the level of challenge
- The teaching of thinking skills
- Fostering creativity
- Restructuring class organisation or pupil grouping
- Home-school partnerships
- Pastoral care & mentor support
- Support from beyond the school (e.g. music tuition/sports coaches, etc)

Modes of Working

The class teacher/form tutor will:

- Take steps to identify very able/gifted pupils within their class as soon as possible
- Assess/gather data to support the nomination
- Liaise with the Able/Gifted Pupil Co-ordinator and parents/carers throughout the time the pupils in their class
- Agree, plan and implement appropriate provision
- Record strategies to be used
- Include provision in medium & short term plans, as appropriate
- Review provision regularly

It is the role of the Talented & Gifted Pupil Co-ordinator to:

- Liaise with class teachers/form tutors
- Make the teacher aware of the assessment data required
- Collate the assessment materials and results
- Work with the teacher to support the pupil
- Contact parents and keep them informed
- Maintain the register of gifted and talented pupils
- Work with all parties to decide upon the strategies to be used to maximise learning and development
- Work with the teacher to plan provision
- Liaise with and arrange other agency referrals as appropriate
- Act as/ appoint a mentor if appropriate

Review provision on a regular basis
 Liaise with the Head Teacher
 Review the effectiveness of the policy

Advice for Teachers

A pupil may be considered to be able if he/she:

Speaks confidently
 Presents work neatly
 Uses a sophisticated vocabulary
 Is mature in outlook and attitude
 Reads early
 Was born September - December
 Possesses a good general knowledge
 Demonstrates high levels of skill or expertise
 Performs well in tests
 Appears interested
 Is confident
 Is sociable
 Has good spatial awareness
 Persists with work

A talented/gifted pupil may be missed if he/she:

Is quiet
 Work is untidy
 Is using English as a second language
 Is immature
 Is slow to read/write
 Has a summer birthday
 Has limited out-of-school experiences
 Is untidy or lethargic
 Is over-active or withdrawn
 Does not perform well in tests
 Appears bored or distracted
 Shows little confidence in self
 Has poorly developed social skills
 Is clumsy
 Shows little interest in improving performance
 Avoids work which requires effort or concentration

Talented/gifted pupils may be taking part in activities outside school that:

- are very demanding on their time and physical resources, e.g. dancers, swimmers, gymnasts. This can lead to tiredness and consequent under-achievement. It is vital that teachers work with parents and external coaches/tutors to implement appropriate strategies to deal with this
- they consider to be potentially embarrassing to their peer group and/or teachers. They may wish to keep their involvement in the activity private even though it may demand a high level of time and commitment.

The Gifted and Talented Co-ordinator is Mrs. Helen Williams

This document was developed in January 2005 through a process of consultation with governors, senior management, parents and teaching staff.

It was approved by the governing body during the Spring term of 2005

Policy review dates are scheduled for the review of this and all other policy documents in the School Improvement and Development Plan.

This Policy was reviewed January 2011

To be reviewed January 2013