

Gifted and Talented Policy

2018-19



At Delamere C of E Primary Academy, we are proud to deliver a rich and creative learning experience that enables all the children to fulfil their potential. Our vision puts children first. As a Christian School, we aim for all children to be successful, independent learners and effective decision makers. We value the individual and are committed to an inclusive education promoting respect for all, working in partnership with governors, parents and the local community.

Safeguarding and Online Safety

All staff have had appropriate child protection and safeguarding training with the Head of School and Assistant Head being the designated leads responsible for monitoring safeguarding issues in school. We actively encourage our children to use modern technology to the fullest of its potential. In this school we believe that the best protection from the dangers that can exist around online safety is to develop pupil's awareness through our teaching and their learning. All staff have had PREVENT training and are aware of the dangers that can exist to children's well-being in its many forms.

The emotional health and wellbeing of all members Delamere C of E Academy (including staff, pupils, parents and carers) is fundamental to our philosophy and ethos 'valuing everyone, caring for each other, achieving excellence'.

Aims

At Delamere CE Primary Academy we believe in treating all pupils as individuals and so catering for their individual needs. We are committed to providing an environment, which encourages all pupils to maximise their potential and this clearly includes pupils who display some form of giftedness and talent.

Definitions

A gifted pupil is one who is in the top 5-10% of the pupil population. Gifted learners are those who have abilities in one or more subjects in the statutory school curriculum other than art and design, music and PE. A gifted pupil is therefore one who has the capacity for or demonstrates high levels of performance in an academic area.

A talented pupil is one who is in the top 5-10% of those with a specific ability in a non-academic area:

- Physical talent
- Visual/performing abilities
- Mechanical ingenuity
- Outstanding leadership and social awareness
- Creativity

Identification of the gifted and talented

The identification of the gifted and talented pupils is a process in which all teaching staff have a part. Before identifying any child as gifted or talented in any area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair.

A gifted and talented pupil should be identified using a variety of methods. The specific procedure will vary according to the subject area but will include elements of the following:

- Teacher nomination
- Assessment/test results (e.g. Baseline, S.A.Ts, Optional tests, etc.)
- Peer nomination
- Specialist teacher identification
- Self nomination

It is worth remembering that gifted and talented pupils can be:

- Good all-rounders

- High achievers in one area
- Of a high ability but with low motivation
- Of good verbal ability but with low writing skills
- Very able but with a short attention span
- Very able but with poor social skills
- Keen to 'disguise' their skills

We believe that everyone in our school has a responsibility to recognise and value pupils' abilities. We are aware that:

- Gifted pupils are not necessarily easier to motivate or inspire than other pupils
- There is sometimes peer pressure to under-achieve
- Unnecessary repetition of work is de-motivating and de-motivated pupils will not always demonstrate potential

Provision for the gifted and talented

There are three basic ways of meeting the needs of gifted and talented pupils, *accelerated*, *enrichment* and *extension*.

Accelerated consists of enabling pupils to access work which would typically be for older pupils. This can occur through moving pupils up a year group or through simply giving them work which would usually be given to older pupils.

Enrichment consists of broadening a pupil's education. This can consist of enabling a pupil to study aspects of topic that there would not normally be time to study, or it can consist of adding extra subjects to the curriculum.

Extension occurs when pupils are encouraged to develop more sophisticated thinking and reasoning skills.

At Delamere we focus on *enrichment* and *extension* as the two main strategies for meeting the needs of gifted and talented pupils but we would also use *acceleration* in some cases.

Opportunities for extension and enrichment are built into all our schemes of work.

Resources

See G&T co-ordinator (Mrs J Price) for lists of publications or useful websites.

We aim to:

- Maintain an ethos where it is 'OK to be bright'
- Encourage all pupils to be independent learners
- Recognise achievements
- Provide a wide range of extra-curricular activities and clubs

- Always provide work at an appropriate level
- Provide opportunities for all pupils to work with like minded peers

Types of provision

Class provision:

- Teachers have high expectations.
- Tasks are designed to take account of levels of existing knowledge, skills and understanding.
- There are planned extension opportunities or open-ended tasks.
- There is access to higher-level tests for assessment.
- Enrichment of learning.

School based provision, varying according to subject area and covered using a variety of methods:

- School clubs
- Enrichment opportunities
- Opportunities for performance
- Partnership with cluster schools
- Workshops with cluster schools.

Out of school provision:

- To investigate the provision of summer schools
- Opportunities to enter national schemes/competitions

Process for review and development

The gifted and talented coordinator is to decide on targets for the School Development Plan and to coordinate an audit programme to monitor school development. The gifted and talented coordinator is to maintain the register for G&T and to ensure that appropriate records are being kept.

Policy formulated: Sept 2013

Approved by Governors: Sept 2013-2018

Date to be reviewed: Sept 2019