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Gifted and Talented Policy

Policy Area: CURRICULUM AND PUPIL RELATED MATTERS

Key aim of the policy:

This policy is based on the Essex Model Policy and outlines how we identify, support and develop pupils with particular strengths or interests in co-ordination with activities within our Local Delivery Group.



RESPONSIBILITY RESPECT COMPASSION

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BELIEFS AND VALUES

At Hatfield Peverel Infant School we believe that all children are entitled to an education that will support their all round development, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social. We also believe that children should also have the opportunity to live and develop as well-adjusted, autonomous and valued members of society.

All children have particular and individual needs which must be met if these goals are to be achieved. Therefore it is important that, as far as possible, the education of every child should be individually considered; normally this would be within a group of similar needs. Our school is committed to providing a sufficiently challenging curriculum for all its pupils. In addition we will provide opportunities to identify and in turn nurture those who are 'gifted and /or talented' and their exceptional talents and abilities, and equally those making faster than average progress in a given area.

All pupils have an entitlement to the following:

- Staff commitment to develop their full potential at all times.
- Lessons which stimulate, interest, challenge, inform, excite and encourage through partnership and dialogue with teachers and other pupils and active participation in the lesson.
- Skilled, well prepared and informed teachers who have a perspective and understanding of whole school needs, problems and policies, especially those which concern issues relating to those pupils identified as gifted and/or talented.
- An entitlement beyond subject teaching as for all children, including extracurricular activity, personal and social education, educational and community links.

DEFINITION OF GIFTED AND/OR TALENTED PUPILS

In defining what is meant by the term 'gifted and talented', Hatfield Peverel Infant School adopts the following definitions:

- a) Those who show an exceptional talent in comparison to their peers or even beyond their peer group. This might be in a curriculum area such as mathematics, music, art or sport or be a less easily acknowledged talent such as leadership, creative imagination or social maturity. This is often perceived as an innate natural ability.
- b) Those who possess a general academic learning ability in a particular area which is greater than that of most of their peers i.e. our above average achievement or 'most able' group in each class.

IDENTIFICATION OF GIFTED AND/OR TALENTED PUPILS.

The school endeavours to obtain as much information about individual pupils as possible. The methods employed are as follows:

- Information from previous providers or schools
- Induction and admissions information
- Talking with children
- Outside body awards

- Internal and external assessment and testing
- Teacher assessment
- Teacher observations
- Comments from specialists and visitors to the school

During the first half term of any school year all class teachers will be consulted and the Gifted and Talented register updated. Staff will note children who they feel qualify in particular areas (plus any mentioned by parents) according to our definitions above. These children will then be able to be highlighted as and when additional provision becomes available as well as benefiting from differentiated teaching within the normal curriculum.

This process is done annually to take into account children's changing and developing skills, interests and talents as these are fluid by nature; just because a child is identified as talented in one area does not mean that their interest/aptitude in this may vary and other skills or interests come to the fore. There will also be a termly checkpoint as part of the Achievement Team Meeting or SEN Meeting Cycle.

In addition staff may also notify the leadership team or Gifted and Talented Leader at any point when observations or assessments highlight a gifted, talented or more able pupil.

PARENTS

It is not our policy to automatically notify parents if their child has been identified with particular interests, gifts or talents within the normal Above Average pupil group. Parents will however be made aware of all their child's strengths and areas for development through our normal system of communication with parents including:

- Monday drop-in sessions or appointments
- Parent Evening opportunities
- Reports to parents
- Other parental meetings or events

The exception to this would be if a child were to be identified as having an 'exceptional talent in comparison to their peers'. Parents would then be informed and a meeting held with the SENCO and class teacher to draft an individual education plan. Although not formally part of our SEN Register, this pupil would automatically be highlighted for tracking and review on a termly basis along with our SEN pupils.

If and when opportunities are available for individuals or small groups of children to participate in targeted enrichment activities, parental consent will be sought and a discussion about the reasons for selection initiated if appropriate. It would be our desire for as many children as possible to access such activities and they will therefore not be restricted to those on the Gifted and Talented register.

EVALUATION

As with all our school policies, the transfer to consistent practice across the school is of paramount importance and thus we must evaluate our progress. The responsibility for evaluation will fall to the Co-ordinator, who will report directly to the senior management team. Results of evaluation will be discussed at Senior Leadership and Staff Meetings and shared with the Curriculum and Pupil Related Matters Committee of the Governing Body.

ARRANGEMENTS FOR CO-ORDINATING PROVISION

- The appointment of a named individual to co-ordinate the school's response to meeting the needs of gifted and/or talented pupils.
- All schemes of work will be planned to include enrichment material.
- An awareness amongst all staff of their role in the identification of gifted and/or talented pupils based on agreed criteria and the need to make the curriculum sufficiently challenging.
- The establishment of a register of gifted and/ or talented pupils established by the Co-ordinator.
- Continuing professional development for staff which addresses the implications of more gifted and/or talented pupils and the development of teaching and learning styles which take account of differentiation, enrichment and extension.
- The effective assessment of pupils' potential and performance.
- The regular monitoring and reporting, to the Co-ordinator, of individual pupil data.
- An audit of enrichment and extension opportunities provided thorough wider extracurricular programmes
- The active encouragement of pupils to enter local events, including competitions and activities run through the LDG, school sports or private clubs and organisations.
- Opportunities for gifted and/or talented pupils to work together.
- Recognition, celebration and rewarding of achievement of all pupils.
- Mechanisms to identify and address under achievement.

RESPONSIBILITIES

Teachers / Curriculum Leaders:

- To identify pupils who meet the criteria.
- To pass these names onto the Co-ordinator for Gifted and Talented pupils
- To provide Schemes of Work that contain enrichment/extension material for identified pupils.
- To ensure that teachers have registers that recognise who has been identified.
- To ensure that the enrichment/extension material is being used by subject teachers.

Senior Leadership:

- To monitor the Schemes of Work.
- To work with the Co-ordinator for Gifted and Talented pupils to oversee the process and activity.
- To include items concerning provision for gifted and/or talented pupils on meeting agendas.

Co-ordinator for Gifted and Talented Pupils

- To prepare from prior attainment data and teacher identification a register of gifted and talented pupils.
- To categorise this information in a way agreed with the senior management team and to communicate back to class teachers.
- To prepare courses of action for pupils who are identified as able.
- To monitor the provision for gifted and/or talented pupils.
- To evaluate the progress made by pupils and provision generally on an annual basis.
- To consider the list of identified pupils on an annual basis.

PROVISION

<p>Exceptional Talent or Gift</p>	<ul style="list-style-type: none"> • An individual education plan detailing the range of extension activities to be planned and delivered as part of the differentiated curriculum. • Recognition of the need to provide a stronger problem solving and thinking skills approach for some to ensure engagement. • Liaison with KS2 partners and the SENCO for specialist advice. • Targeting resources. • Offering support for parents. • Recognising that a talent in one area may also give rise to a need in another area, and on occasion that a child may exhibit at both ends of the spectrum in different aspects.
<p>Above Average</p>	<ul style="list-style-type: none"> • Access to LDG events (local schools consortium G&T group organise events). • Some ability grouping across cohorts and within classes. • Targeted use of key volunteers with 'special interests' or talents to share. • Use of support staff. • Access to a range of sporting events through the SSCO programme e.g. multiskills, district sports. • The offer of signposting clubs and organisations.
<p>All Learners</p>	<ul style="list-style-type: none"> • Flexible Fridays Curriculum Enrichment provision: learning zones provided once a week and for 1 ½ hours for mixed aged groups to participate in enrichment activities across the whole school. • King Edward Science College provision (KEGs): outreach specialist science days both on site and at KEGs for targeted year groups. • School based special weeks with a key focus e.g. science week, maths week, book week, PSME week. • Special events e.g. school visits or visitors. • High quality and challenging teaching in all classes. • Lessons planned with EPIC in mind (engagement, pace, independence and challenge). • Clear differentiation and targeted support. • Access by family choice to clubs and after school providers.