



Silverhill Primary School

Policy for Gifted and Talented

Policy No. C10

Issue date

Term 4 2007

Review date

Term 4 2009

Introduction

Silverhill Primary School recognises that all pupils are entitled to equality of opportunity and a broad, balanced and relevant curriculum which is appropriate to their individual abilities, talents and qualities. All children should be given opportunities to achieve their best and to make the greatest progress possible. Special abilities and talents should be identified as early as possible and developed during a pupil's time at Silverhill. Pupils may be identified in one or more subjects, or in a very specific element of a larger subject area.

Definitions

At our School we have decided to use the terms 'Gifted' and 'Talented' in line with Derby City LA. According to the Excellence in Cities initiative, definitions of these two terms are as follows:

Gifted

Gifted pupils are seen to be up to the top ten per cent of the cohort in their school in academic subjects such as Literacy, Numeracy, Science, Geography, History etc.

Talented

Children are considered to be Talented if they have exceptional ability in subjects such as music, art, drama or sport.

Identification

Pupils are identified as early as possible so that they may develop successful learning patterns, minimising situations leading to under-achievement. We recognise that lack of motivation, under-achievement and behavioural difficulties can negatively influence the identification of a pupil's exceptional potential. Teacher observation of emerging potential is an on-going process because of the fluid and developing nature of intelligence. A range of objective and subjective criteria are used to identify both the achieving and under-achieving gifted or talented pupils.

Approximately 5-10% of the cohort is identified as being gifted or talented in one or more area, across a range of gender, race and social-economic backgrounds.

A selection of the following is used to identify gifted or talented pupils, depending on pupil needs and each individual situation:

- teacher observation
- pupils' work and test results
- information from outside agencies
- information from previous teacher or school
- observation of pupils during extra-curricular activities
- in collaboration with the subject co-ordinator or gifted and talented co-ordinator

Aims

- to identify and recognise Gifted and Talented pupils early in order to make the best provision for their learning
- to provide opportunities for all pupils to learn and achieve to their highest potential
- to provide appropriate provision for the diverse needs of Gifted and Talented pupils
- to ensure that all staff can identify Gifted and Talented pupils
- to develop specific skills and talents of Gifted and Talented pupils
- to provide a variety of extension and enrichment activities within lesson time and through extra-curricular activities
- to involve encourage and support parents in meeting the needs of their child
- to care for the personal, social, cultural, spiritual and emotional development of Gifted and Talented pupils
- to provide opportunities to broaden horizons and raise aspirations
- to celebrate the achievements of Gifted and Talented pupils

Roles and Responsibilities

Head Teacher

The Head Teacher actively promotes a positive ethos for the education of Gifted and Talented pupils and supports the co-ordinator in their role. This includes:

- supporting the celebration of the achievements of gifted and talented pupils in the form of rewards, team points, star of the week/celebration assembly, notes in home-school book, in newsletters and on the website
- supporting and encouraging performances of dance, music and drama, and sporting events

Gifted and Talented Co-ordinator

There is a named Gifted and Talented Co-ordinator within the school who has the following responsibilities.

- compile and update a register of Gifted and Talented pupils
- review and revise the policy
- attend training courses and research relevant resources
- give feedback to staff

- liaise with curriculum leaders and/ or class teachers in monitoring the progress of Gifted and Talented pupils according to their set targets
- liaise with curriculum leaders to decide on the purchase of useful resources across the curriculum
- liaise with the Gifted and Talented Governor
- provide regular reports to the Head Teacher and Governing Body based on the yearly Action Plan for School Improvement for Gifted and Talented provision
- liaise with the Gifted and Talented co-ordinators of local nursery schools and secondary schools to ensure smooth transition of Gifted and Talented pupils.

Class Teachers

A selection of the following is used to identify gifted or talented pupils, depending on pupil needs and each individual situation:

- teacher observation
- pupils' work and test results
- information from outside agencies
- information from previous teacher or school
- observation of pupils during extra-curricular activities
- in collaboration with the subject co-ordinator or Gifted and Talented Co-ordinator.

Teachers will use a range of strategies designed to meet the needs of Gifted and Talented pupils including:

Classroom based provision

- providing a classroom environment which encourages the development of pupil potential
- open-ended tasks and questioning
- opportunities for topic research
- questioning and dialogue at an appropriate level
- problem solving and investigations
- time to develop interest led learning
- independent learning
- opportunities for challenge, enrichment, extension and stretch
- working with professionals
- setting suitable learning targets and monitoring pupil progress throughout the year
- use of homework

School based provision

- opportunities to interact with like-minded peers through grouping within the classroom
- setting of pupils for Numeracy using PETE
- grouping of pupils for Literacy within the classroom using PETE
- a variety of competitions/fundraising activities such as writing, poetry, workshops, sports tournaments, focus weeks, art etc
- extra-curricular clubs and enrichment activities such as choir, recorders, table tennis, guitars etc
- out of or in-school classes led by external agencies for example flute and clarinet lessons, football, gymnastics, karate etc
- opportunities to participate in local and national events when available
- nomination of pupils onto Summer Schools when available

Subject Co-ordinators

Subject Co-ordinators will include a statement for Gifted and Talented pupils in curriculum policies as they are reviewed.

They will liaise with the Gifted and Talented co-ordinator on the purchasing of resources to provide suitable challenges for all.

Gifted and Talented Governor

There is a named Gifted and Talented Governor who takes an active interest in the area and is kept up-dated by the co-ordinator on a regular basis.

Personal, Social, Citizenship, Health and Educational Issues

Silverhill Primary School recognises that some pupils who have been identified as Gifted or Talented may demonstrate:

- low self esteem
- poor study skills
- difficulties in social interaction
- problems with concentration
- displays of challenging behaviour
- social isolation

In these cases, all staff will work together to assist the pupil.