

GIFTED AND TALENTED POLICY

STATEMENT OF INTENTION

Education at Uley Cof E VC School will provide for children of all abilities. Children deserve an education that encourages them and motivates them to achieve their full potential. The curriculum and organisation of the school allows each pupil to learn at a pace that is appropriate for them.

Opportunities are offered to enable the more able pupils to develop fully their abilities within the context of the spiritual, moral, social and cultural framework of the school.

TOWARDS A DEFINITION FOR GIFTED AND TALENTED

- Those pupils who demonstrate in one or more areas (not necessarily academic curriculum) abilities which place them into the highest achieving of our school population and would benefit from an effective and planned differentiation programme.
- Those pupils who have a broad spectrum of high ability when viewed against national norms.
- Those pupils who have a particular skill and ability in discrete areas e.g. art, maths, music, P.E. etc.
- Exceptionally able pupils (top 2%) may have very distinctive needs that may require a significant modification of the curriculum.

AIMS

At Uley we aim to promote and encourage:

- Recognition that the more able of pupils require appropriate differentiation.
- Identification of these children.
- Appropriate assessment of their abilities and needs.
- Development of their spiritual, moral, social and cultural experiences at a level appropriate to their abilities.
- The awareness of learning tasks that are relevant, enjoyable and extend conceptual structures.
- Staff training and awareness.
- Parental support.
- Links with other agencies that may help the development of these particular pupils.

IDENTIFICATION AND ASSESSMENT

It is expected that a child will be identified as able by their classteacher or in the case of extracurricular activities, by parent or other adult.

Evidence of particular skills may need to be confirmed by a subject specialist or adviser outside the school. Evidence can include:

- A comparison of learning behaviour with the peer group
- Language acquisition
- Fine and gross motor skills
- Moderation of work by other members of staff
- SAT and teacher assessment
- Teachers who identify specific children in the 2% band should inform the co-ordinator for Gifted and Talented Children _____. The governor with special responsibility is _____.

ROLE OF THE CO-ORDINATOR

Responsibilities will include:

- Monitoring early identification – pupils from other schools, new intake etc
- Arrangements for identification within school
- That all staff involved with identified children know of their particular needs and are encouraged to make provision for them.
- Updating colleagues on best practice or new initiatives as they arise
- The development of extension and enrichment material
- The monitoring of progress made and reviews of individual children

PROVISION AT CLASSROOM LEVEL

In every classroom we endeavour to offer a carefully structured positive atmosphere in which the contribution made by **all** pupils is recognised, differences acknowledged and where enthusiasm for learning is fostered. Teachers seek to provide tasks that promote problem-solving skills associated with clear thinking and a spirit of investigation should be encouraged. Teachers also demonstrate good questioning techniques. An inventory of good practice within our school:

- Full class teaching - in an atmosphere of mutual respect where mistakes are accepted as a route to learning.
- Grouping – by social groups, ability groups or mixed aptitude groups
- Enrichment – Visiting experts, range of materials and resources, study skills taught directly, investigation work, increased technical/ specialist language etc
- Extension – open-ended tasks and questions, deepening understanding of concepts, additional activities around the basic themes.
- Differentiation – matching tasks to ability
- Challenge – introducing elements of competition with older pupils or wider arena than peer group. Also competition against self is important - clear targeting.

- Problem solving and investigation – to develop reasoning and thinking skills

OUTSIDE SCHOOL

The most effective support the school can provide to parents of able children is via open communication of information about progress and strategies adopted. The school will need to make use of:

- The special skills of individual members of staff
- The use of visiting experts
- The schools' library service
- Specialist clubs and societies
- National Associations
- The Internet

Agreed by staff – Spring 2006
Agreed by governors – Summer 2006
Review date – Summer 2009