

Preston Primary School

Policy for Gifted & Talented Children

Mission Statement

At Preston Primary School we welcome every child

Children are at the heart of our school and as such we provide a caring environment where everyone is special.

We nurture pupils to achieve fullness of life through discovering and developing their social skills, academic and wider talents and by putting before them challenging and realistic goals.

We attach a high priority to the strong links between school, home, Governors and the wider community.

We promote an attitude of mutual respect and responsibility within a welcoming, attractive and stimulating environment.

Rationale

At Preston Primary School we recognise that all pupils have an entitlement to an education, which enables them to realise their full potential.

We are committed to catering for the needs of the whole child and recognise that Gifted and Talented pupils need to be identified as early as possible and continually 'challenged' and 'stimulated' during their formative years. We feel that within our school children of all abilities can learn to live and learn together, valuing each others specific contributions and achievements.

“ An able child as defined by our school is one who achieves or has the ability to achieve at a level significantly in advance of their peer group. This may be in all areas of the curriculum or in a limited range of the curriculum”. (D. Eyre 1999)

Aims

Preston Primary School aims to provide its Gifted and Talented pupils with the opportunity to:

1. access an appropriate education which meets their individual needs
2. work at a higher cognitive level
3. develop specific skills or talents
4. develop emotionally, socially and intellectually accepting differences and forming and maintaining relationships with peers.

In April 2006 staff agreed definitions of terms for Gifted and Talented, these are contained in Appendix A.

With this common language members of staff will be free to liaise with other staff in the knowledge of common understanding. We will update this understanding at regular intervals to ensure that new staff share this common language.

General Overall Approach

We recognise the importance of appropriate strategies for teaching Gifted and Talented pupils such as:

- appropriate classroom provision
- setting
- withdrawal
- opportunities to take part in special projects in school
- opportunities to take part in initiatives provided by partner institutions as they arise

Identification and Monitoring

Class teachers, through their observations in working with pupils will make initial identification of any emerging Gifted and Talented pupils. The class teacher will then liaise with the Subject Leaders and the Gifted and Talented Co-ordinator, Mrs Shirley Winters. Parents may be involved through meetings or discussion at Parents Consultation Evenings as to the appropriate way forward for the individual.

Identification criteria are included in Appendix B. From time to time staff are encouraged to revisit the criteria and consider both groupings and individual children.

The termly assessments will be used to monitor progress for pupils who are identified as Gifted and Talented in Maths, English and Science. Subject Leaders and the Gifted and Talented Co-ordinator are encouraged to monitor G & T children in other areas of the curriculum through observation, taking note of significant oral contributions to class discussions.

Organisation Responses

In considering the most suitable approach to an individual's needs the staff will consider the use of:

- acceleration i.e. moving the pupil into another year group
- working with older pupils for a specific purpose
- withdrawal across year groups
- provision for exceptional pupils, for example mentoring

In Class Provision

Currently at Preston Primary School pupils are placed in mixed age classes which allows more able pupils to work with older pupils of like ability.

We understand the importance of establishing what prior knowledge, understanding and skills pupils have, so as to avoid unnecessary repetition of work which can be demotivating.

We are aware that, especially in the older age group, there can be peer pressure to under achieve particularly for boys. We endeavour to combat this attitude whilst being sensitive to the needs of many pupils to conform.

We are alert for the ‘bright but lazy pupil’ who could achieve excellent results if motivated and challenged. For all pupils, lack of motivation and challenge leads to boredom and often behaviour problems.

Finally we are aware of the danger of assuming that more able pupils are easier to teach than other pupils. Effective differentiation occurs at the medium and short term planning stage and informal and formal extension opportunities are planned when short term planning occurs. The following strategies are employed where appropriate:

- Varied and flexible groupings, sometimes allowing able pupils to work together, sometimes allowing them to take particular roles in mixed ability groups
- Differentiation by task
- Differentiation by outcome
- Setting individual targets
- Enrichment /extension tasks

And most importantly

- Encouraging all pupils to become independent learners:
 - Organising their own work
 - Carrying out unaided tasks which stretch their capabilities
 - Making choices about their work
 - Developing the ability to evaluate their work and become self-critical.

Pupils’ abilities will be recognised and valued. Appreciation of their achievements makes an important contribution to their development.

Whole School Provision

Provision for Gifted & Talented children aims to include:

- An awareness amongst staff of their role in the identification of Gifted & Talented children.
- A register of Gifted & Talented children monitored by the co-ordinator.
- Revision of school policies, as and when they are under review, to consider meeting the needs of Gifted & Talented children in that subject area.
- Close links between home & school.
- Subject Leaders to advise on enrichment and extension activities.

- An ethos where achievement is celebrated and a forum is provided where gifts and talents are recognised and shared.
- Pastoral care on an individual basis where appropriate.

Inclusion

We recognise that a Gifted and Talented child may be identified from any group of children regardless of their disability, gender, ethnicity etc.

Outside Provision

- Liaison with external support agencies.
- Liaison with Key Stage 3.
- Liaison with peripatetic teachers.
- Participation in the Year 6 Gifted & Talented Summer School
- Local and residential experiences e.g. SPARK, Kingswood Residential Centre

Role of the Co-ordinator

- To maintain a list of those children identified as being Gifted & Talented.
- To monitor the progress of those children identified as being Gifted & Talented.
- To work with Subject Leaders to ensure that appropriate activities are readily available to Gifted & Talented children in all areas of the curriculum.
- To liaise with Subject Leaders regarding purchase of specific resources.
- To support staff in their planning for Gifted & Talented children.
- To keep abreast of current developments in this area, attending courses where appropriate.
- To liaise with other staff in the cluster / wider community in order to access any opportunities available for Gifted & Talented children.

April 2006

This policy and its effectiveness will be reviewed biannually by staff.

To be reviewed April 2008

Appendix A

Definition of Gifted & Talented

In defining what is meant by 'Gifted & Talented' Preston Primary School has adopted the definitions laid out in the Stockton LEA Guidelines. This is those children, as defined by the DfES, who are within the top 5 – 10% range within any year group.

Gifted children are those children who demonstrate academic ability in one or more subjects of the statutory curriculum other than Art, Music and P.E.

Talented pupils are those who demonstrate ability in Art, Music, P.E. or in any sport or creative art.

'All-rounders' are very able children in academic subjects and / or demonstrate particular abilities in sport, music or the arts.

We recognise that a pupil who shows Gifted and Talented attributes may also demonstrate:-

- artistic talent
- mechanical talent
- leadership
- high IQ
- creativity
- inter-personal intelligence

It is worth remembering that able pupils can also be:-

- high achievers in one area
- of high ability but of low motivation
- of good verbal ability but have poor writing skills
- very able but with a short attention span
- very able with poor social skills
- keen to disguise their abilities.

Appendix B

Identification Criteria

In identifying Gifted & Talented pupils we make use of a range of data available to us.

- ASPECTS & PIPS
- Foundation Stage Profile
- National Curriculum Tests
- Teacher Assessment
- Classroom Observations
- Scrutiny of pupils work
- Parents and peers
- Optional Tests
- End of Unit Assessments

We also recognise that there may be Gifted and Talented Underachievers. These are children who have the potential to achieve but do not regularly demonstrate high achievement. We also strive to recognise these children through the afore mentioned data.

Where attainment is not high but there are indications of potential high ability, we strive to identify that potential and nurture it.

We make sure the identification process is rigorous, transparent and fair. We do not discriminate against any group of children and include pupils who arrive after Reception Class or who may be late developers.

Identification strategies which are part of day to day classroom provision and are able to inform planning and teaching are the most valid.

Identification needs to lead to a classroom response which will further the achievements of the learner.