

<b>Name of Policy:</b> Gifted and Talented Policy	<b>Version/Last Review Date:</b> September 2017 (Version 2)
<b>Statutory documents linked to policy:</b>	<b>Previous review date:</b> June 2013 (Version 1)
<b>Other Policies linked to this policy:</b>	<b>Next Review Date:</b> June 2020
<b>Governor Committee Responsible</b>	Curriculum & Research

WNA Vision: All children will achieve their full potential, with holistic support, whilst enjoying and driving their own learning, gaining self-respect, self-esteem and self-belief. Our classroom extends to rich, exciting environments within the forest, the beach, the city and the community as a whole.

## Aims

The aims of the education we provide are the same for all children. We aim to provide educational experience, which is enjoyable, stimulating and worthwhile, and to nurture the personal, social and intellectual development of the whole child. We aim to challenge all our pupils and enable them to fulfil their potential in all areas of the curriculum and school life. At WNA we believe that equal attention should be paid to the differing abilities and aptitudes of all pupils.

## Rationale

WNA is committed to the development of potential into excellence in a caring and challenging environment. We recognise that Gifted and Talented pupils have particular education needs, which must be met in order that they realise their full potential.

## Objectives

WNA has a Gifted and Talented Pupil Register, which will be updated termly. The register is designed to inform staff whom to target.

### Objectives are:

- To provide in-class provision, differentiation and challenges
- To identify G and T provision in each child's Individual Learning Plan (ILP) and follow up through discussion with pupil, parent and other staff
- To offer after school clubs, musical instruction and sporting opportunities
- To advise parents regarding issues related to the gifted and talented pupil such as relevant books, courses etc. that are available

## Outcomes

Outcomes are measured when observing, talking to pupils, staff and parents and scrutinising learning and tracking data. A G&T pupil is expected to achieve at least one level above the average pupil for that year.

## Organisation

Staff will identify pupils with outstanding abilities in a wide range of areas and by using a variety of methods. Teachers will identify Gifted and Talented pupils based on a general checklist of the identifiers, specific subject identifiers and children's involvement in school life and classroom activities. This should lead to an awareness of matching teaching and learning strategies to the needs of the child. Children will be identified by:

- Information from nursery groups/previous school
- Baseline assessment
- Observation, documentation and Learning Journals
- SATs test results for Years 2 and 6
- Teacher continuous assessment
- The use of general and subject specific checklists
- Outside agency reports e.g. Educational Psychologist
- Information from and consultation with parents and peers

## **Success Criteria:**

- WNA aims to identify Gifted and Talented pupils as early as possible and will place them on a register, which will be updated termly
- Gifted and Talented pupils, like all pupils, are given differentiated access to the curriculum as appropriate to their individual needs

## **The Role of the Coordinator:**

### **The coordinator will be responsible for:**

- Updating register of all Gifted and Talented pupils and tracking progress through the school
- Liaison with class teachers and subject co-ordinators
- Purchasing resources for use in school and home
- Monitoring the provision for G & T pupils
  - a) Through medium and short term plans
  - b) Evidence in children's' learning and Learning Journals
  - c) Meetings with class teachers
  - d) Analysis of data to assess progress

Outside agencies and resources will also be employed when this is deemed necessary.

## **The Role of the Headteacher**

### **The headteacher will be responsible for:**

- Ensuring Gifted and Talented Pupils are given opportunities to excel
- Providing CPD for staff and parents
- Monitoring the curriculum and evaluate the provision for G and T pupils

## **Role of the Teacher:**

### **The class teacher is responsible for:**

- The initial identification of Gifted and Talented Pupils
- The provision of challenging, purposeful, differentiated tasks
- Encourage independent learning, providing opportunities for pupils to organise their own work, research areas of particular interest, make choices, analyse and evaluate their achievements
- Liaison with parents
- Providing information to curriculum co-ordinators

## **Thinking Skills**

### **Where appropriate 'Thinking Skills' are taught to G and T pupils. This involves staff in:**

- Setting challenging tasks that encourage pupils to strive to think through a problem or issue which may have no single correct answer;

- Planning for learning objectives, which encourage pupils to gain an understanding of the patterns of thinking and principle concepts;
- Encouraging pupils to use and build on what they already know in order to make sense of new information
- Planning for pupils to 'think together' through collaborative talk and active listening;
- Intervening, when necessary, by asking questions that support or extend pupils' thinking.
- Using the plenary to check learning against objectives and to debrief pupils on both their solutions to the task and their strategies for carrying it out;
- Helping pupils to make connections between the thinking involved in the task and other contexts in order to encourage transfer of knowledge and skills.

### **10. EQUAL OPPORTUNITIES**

Each child should have equal opportunity to study as outlined in our Equal Opportunities Policy.