



Whaplode (Church of England) Primary School
Mill Lane, Whaplode, Spalding, Lincolnshire
PE12 6TS

Phone:/Fax: 01406 370447

Head Teacher: Mrs A Flack



Policy for Gifted and Talented Pupils

Glossary of Terms

Genius - An exceptional intelligence or creative power or other natural ability or tendency that would be internationally recognised (For example Mozart, Olympic medal winner, Einstein).

Exceptionally Able - An intelligence or creative power tendency that would be nationally recognised. This is identified as the top 5% nationally.

Gifted - The top 5% of age related intellectual or academic ability within the class. This will typically be around the top 1 or 2 children within Maths, Writing, Reading or Science.

Talented - The top 5% of age related practical or creative power or other natural ability within the class. This may be relating to Music, P.E or Art.

Dual or Multiple Exceptionalities (DME) - A child with a disability or other special educational need or additional educational need, that is also gifted, talented, exceptionally able or genius in another area. (E.g. An autistic child with an exceptional calculating ability)

More able - children who have the potential to or who are working above age related expectations in academic or practical subject areas within the school

Rationale

Whaplode C.E Primary School values all children equally and endeavours to ensure that each child has the opportunity to realise his/her potential in a challenging and supportive environment.

Our school will have, at any time, talented or gifted pupils, some of whom may be exceptionally able and this may be in one or more areas of learning.

We believe that we can make a difference in enabling these pupils to achieve the greatest possible progress and recognise the value and importance of identifying and celebrating their achievements and successes. Research has shown that by making provision for gifted, talented, the standards of achievement are raised for all pupils.

Our definition of ability recognises academic and practical performance as well as those who show outstanding artistic, musical and creative talent, physical skills, leadership qualities and the ability to process

ideas and information. It also recognises that a child may possess this potential although performance may not currently reflect this.

We believe that by supporting the able, gifted and talented we will provide an inclusive environment, within which all children can achieve their 'personal greatness'.

Aims and Objectives

The aim of this document is to ensure a consistent approach to the identification and support of the gifted/talented child through:

- An agreed, shared definition of the terms "more able", "gifted", "talented"
- Identification of talented or gifted pupils as early as possible
- Identification by the use of objective assessment measures
- Meeting pupils' needs with a range of appropriate strategies
- Raising staff awareness of the range of strategies available to them
- Providing access to a suitably differentiated and challenging curriculum
- An emphasis on creating opportunities for pupils to identify their gifts and talents and for abilities to flourish
- Fostering a culture of achievement by creating a climate of learning and excellence throughout the school
- Promoting opportunities for disadvantaged learners
- Working in partnership with parents/carers to help them promote children's learning and development
- Making use of links with other schools and the wider community to enhance learning opportunities including resources such as nRich.
- Appointing a Gifted and Talented Co-ordinator to co-ordinate the above.

Identification

We recognise that the identification process of able, talented and gifted pupils should be a continuous, whole-school process. We will make use of both quantitative and qualitative assessments, including prior attainment and rate of progress at any point in a child's school career. Our data is consolidated through the use of analyzing data and also the use of book scrutiny's and pupil questionnaires. This is done periodically by the G and T leader.

At Whaplode C.E Primary School, the following identification methods will be used to decide if a child should be placed on the able, talented and gifted register:

- Test results and evidence from former school (if appropriate, reports)
- Ongoing teacher assessment and nomination
- Observations of children in comparison with their peers and on an 1:1 basis
- Discussion between staff, parents and children
- Self, parental and/or peer nomination.
- Pupil's work
- Teacher nomination.

Provision

At Whaplode C.E Primary School we will allow for the needs of able, gifted and talented children both within and outside of the classroom.

Below are some of the strategies to support for gifted and talented children:

- enrichment allowing challenges for the able, gifted and talented children, which provide more *depth and breadth* into a particular topic or concept.
- a range of extracurricular activities where all children are able to attend but those with a particular talent are encouraged (for example Whaplode's Got Talent, math's competition, spelling bee, sport's competition, choir opportunities).
- Participation in whole school productions and fund raising.
- Opportunities for children with specific musical talents to be taught by specialist teachers.
- Providing parents and children with appropriate advice regarding possible out of school provision for talented and gifted.
- Extension which is provided for able and gifted children through differentiation which runs alongside the normal curriculum.
- Target groups are identified and catered for within the classroom.
- A range of resources to accommodate the needs of the able, talented and gifted pupils.
- Celebrating success and creating a climate within school where children feel able to show their full potential in one or more areas.

Modes of Working

The class teacher will:

- Take steps to liaise with year group colleagues and identify 'gifted' and 'talented' pupils across their year groups
- Assess/gather data to support the nomination
- Liaise with the Gifted and Talented Co-ordinator and parents/carers throughout the time the pupil is in their class
- Agree, plan and implement appropriate provision
- Record strategies to be used
- Include provision in medium & short term plans, as appropriate
- Review provision regularly

It is the role of the Gifted and Talented Co-ordinator to:

- Liaise with class teachers
- Make the teacher aware of the assessment data required
- Collate the assessment materials and results
- Work with the teacher to support the pupil and plan provision
- Contact parents and keep them informed
- Maintain the G&T register and update termly
- Work with all parties to decide upon the strategies to be used to maximise learning and development
- Liaise with and arrange other agency referrals as appropriate
- Review provision on a regular basis
- Liaise with the Head Teacher
- Review the effectiveness of the policy

Reviewed 27.1.2017

T. Wright