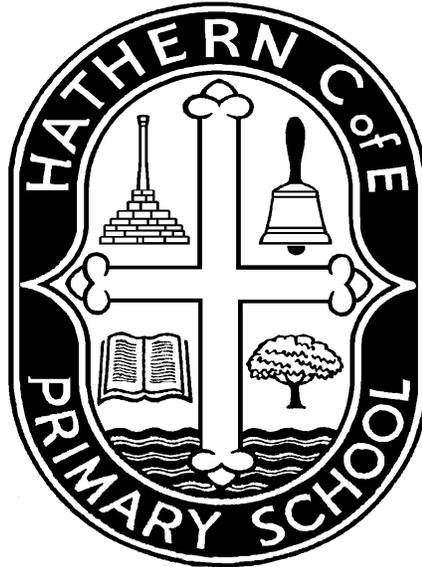


Hathern Church of England
Primary School



**Governor Induction
Handbook**

At Hathern Church of England Primary School, we believe in
'Learning and Caring Together'

Gifted and Talented Policy

“Meeting the educational needs of the gifted and talented is about building on good general school provision, not always about providing something completely different”

Professor Deborah Eyre (2001)

Aims

We are committed to providing an environment, which encourages all pupils to maximise their potential and this clearly includes pupils who display some form of giftedness.

Our aims are:

- support the abilities, personal qualities and talents of all children
- ensure that all children receive an education appropriate to their abilities
- provide teaching, which makes learning challenging and enjoyable
- provide higher order thinking and questioning skills
- employ a wide variety of methods of recognising potential
- recognise under-achievement and seek to remove it
- stimulate children through extra-curricular activities and through curriculum enrichment
- have the expectation that the curriculum for all will be extended by realising the needs of the most able
- train staff and to provide for these aims to be achieved
- compile a Gifted and Talented record and to regularly update this

Definitions

A gifted or talented pupil is one who is in the top 5-10% of pupils in each year group. The pupils identified in the cohort will be, or have the potential, to achieve significantly higher levels of attainment than the average, for the year group in their school.

A gifted pupil is one who has the capacity for or demonstrates high levels of performance in an academic area.

A talented pupil is one who has ability in a non-academic area:

- Physical talent
- Visual / performing abilities
- Design ingenuity
- Outstanding leadership and social awareness
- Creativity

Identification of the Gifted and Talented

Before identifying any child gifted in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed. This makes the identification process fair.

A gifted or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area, but will include elements of the following:

- teacher nomination
- assessment results
- peer nomination
- parental nomination
- specialist teacher identification
- self nomination

It is worth remembering that gifted pupils can be:

- good all-rounders
- high achievers
- of high ability but low motivation
- of good verbal ability but poor writing skills
- very able but with a short attention span
- very able with poor social skills
- keen to disguise their abilities

Everyone in school has a responsibility to recognise and value pupils' abilities. We are aware that:

- unnecessary repetition of work is de-motivating and de-motivated pupils will not always demonstrate potential
- there is sometimes peer pressure to under-achieve
- gifted pupils are not always as easy to reach as other pupils

Provision for the Gifted and Talented

Opportunities for extension and enrichment are continuously being built into our Creative Curriculum and our discreet areas of learning such as Literacy, Numeracy and ICT.

We aim to:

- Maintain an ethos where it is OK to be bright
- Encourage all pupils to be independent learners
- Recognise achievement
- Be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievement
- Provide a wide range of extra-curricular activities and clubs
- Always provide work at an appropriate level
- Provide opportunities for all pupils to work with like-minded peers

Enrichment /extension work is provided by all teachers in all classes as part of normal differentiated provision. This is shown on planning documents. Working with others of similar ability is important. Differentiation should provide activities requiring higher order thinking skills. Gifted children need to be challenged and the role of the teacher is vital in this.

Classroom provision - Organisational responses

In the classroom, teachers use a range of strategies designed to meet the needs of gifted and talented pupils including:

- providing open-ended tasks and extension through questioning
- setting more detailed and complex tasks
- tackling objectives from older year groups e.g. coverage of parts of the KS3 curriculum for gifted mathematicians in Years 5 and 6, where appropriate
- using varied and flexible groupings within the classroom, sometimes mixed ability, sometimes similar ability. Able, gifted and talented children working with less able children gives the former the opportunity to explain concepts and key learning to their peers, which is very powerful for both parties
- giving able, gifted and talented children opportunities for leadership
- encouraging able, gifted and talented children to stretch themselves in areas where they are less confident so that they take risks, experience setbacks and have opportunities to deal with failure appropriately.

School based provision varies according to subject area and is covered using a variety of methods:

- school sporting activities involving competition at local and county level
- Gifted and Talented projects organised by the Local Development Group
- school societies/councils
- other available enrichment opportunities as they arise
- opportunities for performance
- musicians, Writers and Artists in residence, where possible
- specialist teaching, where possible
- partnerships with secondary schools, where possible
- differentiated homework and holiday missions for those who wish to participate

Out of school provision

- Saturday enrichment activities – Masterclasses in Science and Mathematics organised by a local secondary school
- local and national schemes/competitions/festivals where available

Co-ordinating and Monitoring

The following people can support this through regular reviews:

1. Headteacher
2. Gifted and Talented Subject Manager
3. Co-ordinators in curriculum areas
4. Class teachers
5. Governor with responsibility for Gifted and Talented pupils

Review and Development

Each year the school will draw up a record of pupils who are to be placed on the Gifted and Talented record. As part of termly Pupil Progress Meetings the progress of these pupils is monitored

along with those who are felt to be underachieving or have the potential for inclusion on the record. Placement on the Gifted and Talented record will be reviewed regularly by the Gifted and Talented Subject Manager and Senior Management.

Partnership with Parents

The partnership between parents and the school is vital and both parties will work together for the needs of the Gifted and Talented child.

Secondary Transfer

The school will liaise with the secondary schools to provide information on Gifted and Talented Pupils.