



Drapers' Pyrgo
Priory School

Policy for Gifted and Talented pupils

A Gifted and Talented Policy for Pyrgo Priory School with Guidelines for practice.

Rationale

Pyrgo Priory School works to recognise and realise the potential of every child in our community. Provision for 'gifted and talented' children fits squarely within this mission. Meeting the needs of more able children is a part of ensuring the entitlement of all children to an appropriate education.

Definitions

Within the Gifted and Talented strand, GIFTED refers to children who are achieving or who have the potential to achieve in advance of their peers in one or more academic subject. TALENTED refers to children who are achieving or who have the potential to achieve in advance of their peers in music, art, PE or in any other sport or creative art.

Hereafter in this policy such children will be referred to as more able.

Aims

- ◆ to foster an achievement culture throughout the school which celebrates both effort and achievement in a wide range of areas
- ◆ to identify children achieving at a level beyond their peers, and to make appropriate provision which stretches them in areas of strength and develops them in areas of relative weakness
- ◆ to identify children with the potential to perform at a level beyond their peers, and to make appropriate provision which stretches them in areas of strength and develops them in areas of relative weakness
- ◆ to provide an appropriately challenging curriculum for more able and potentially more able children, through extension within the curriculum, and through enrichment/study support beyond it
- ◆ to support and make more effective the transition of more able children to secondary school
- ◆ to increase the number of children scoring Level 5+ in KS2 SATS
- ◆ to address the needs of Gifted and Talented children through extra provision and extended support
- ◆ to enable every child to maximise their potential achievement.

Identification

Identification will be an on-going process aided by assessment (both formative and summative), and by provision.

The quantitative and qualitative identification measures will include a combination of the following:

- ◆ prior attainment records
- ◆ optional SATS scores
- ◆ teacher assessments I
- ◆ in-house tests
- ◆ teacher nomination in core and foundation subjects
- ◆ discussion with parents
- ◆ subject specific checklists
- ◆ on-going assessment using open/differentiated tasks (identification through provision)
- ◆ collation of evidence (i.e. individual pupil's work)
- ◆ reading test scores
- ◆ regular review of G+T register

Needs Analysis

The Gifted Talented Co-ordinator will work with the SENCO and the class teachers of the children identified to analyse for each child areas of strength, and areas needing development. On the basis of this needs analysis, targets will be set, appropriate provision planned and G+T register updated.

Provision – Distinct Teaching and Learning Programme

A. Strategies within the classroom

- ◆ varied and flexible grouping within a year group
- ◆ vertical grouping across year groups when appropriate
- ◆ withdrawal of very able children for higher level work within small groups
- ◆ upward differentiation/extension in schemes of work
- ◆ teaching thinking skills in a subject context e.g. problem solving, decision making
- ◆ asking higher order questions which encourage investigation and enquiry
- ◆ setting clear, challenging and aspirational targets
- ◆ enabling children to evaluate their own and then peers work.

B. Study Support

We provide a variety of enrichment opportunities which includes:

- ◆ a wide range of extra-curricular activities and clubs

- ◆ support within the Autistic Spectrum
- ◆ opportunities for artistic, musical, dramatic and sporting development
- ◆ enrichment opportunities within and beyond the core subjects
- ◆ visits, experts, master-classes
- ◆ competitions
- ◆ summer schools / LEA Gifted and Talented Enrichment Programme
- ◆ appropriate pastoral care and counselling, including learning mentors

Differentiation

Extension work can take place through an increase in depth and breadth of study as well as specifically designed activities for the Gifted and Talented. In the school children are thus to be encouraged to:

- use their initiative to solve problems
- seek alternative answers through the provision of open ended tasks
- make judgements based on confidence in their own ability and using all relevant skills

Differentiation is part of the schools teaching and learning policy. The normal lesson planning should accommodate those extension activities for the Gifted and Talented.

Responsibilities

The Head teacher will be responsible for:

- ◆ overall policy setting
- ◆ the depth and breadth of the curriculum
- ◆ whole-school assessment and monitoring systems
- ◆ leading/facilitating staff in their provision for the more able
- ◆ regular review for new and existing children.

The Gifted and Talented Coordinator will be responsible for:

- ◆ monitoring the implementation of the agreed policy
- ◆ compiling, auditing, reviewing and maintaining an up-to-date register of more able children
- ◆ coordinating provision for children on the register
- ◆ developing expertise and staff awareness in this area through appropriate INSET
- ◆ sharing expertise with other staff and directing them to appropriate INSET
- ◆ supporting and monitoring curriculum planning which ensures differentiated provision
- ◆ ensuring the transfer of relevant information on the cohort to secondary schools
- ◆ purchasing and organising resources to facilitate the teaching of more able children

The Subject Coordinator will be responsible for:

- ◆ advising others of suitable strategies for extending the most able in their subject
- ◆ purchasing and disseminating appropriate resources
- ◆ assisting colleagues with differentiated planning

- ◆ collecting examples of exceptional work
- ◆ monitoring provision for the more able in their subject

The Class Teacher will be responsible for:

- ◆ identifying the more able in their class
- ◆ setting appropriate targets with and for the more able in their class
- ◆ ensuring appropriate provision through differentiated planning and questioning
- ◆ using appropriate resources to challenge the more able
- ◆ reporting to parents and others on the progress of the more able
- ◆ monitoring the performance of the more able

Monitoring and Evaluation

This policy and its effectiveness will be reviewed by the Head teacher and the Gifted and Talented Coordinator against the aims set out above and against whole school targets.

The class teacher will be responsible for reporting on the progress of the more able children within her/his class against the targets set for individuals.