

Ormesby Village Infant and Junior Schools

Gifted and Talented Policy

Date Reviewed by Staff:	15.6.21
Date of Next Review Process:	June 2022

Gifted and Talented Policy for Ormesby Village Infant and Junior Schools

'Schools have the discretion to determine whether they require a specific policy on gifted and talented provision, or whether this will be addressed in another policy/policies developed by the school. Feedback from schools suggests that where schools have a specific policy, staff are much clearer about the school's direction on this area and understand their roles and responsibilities in contributing to this.'

Effective Provision for Gifted and Talented Provision in Primary Education

1 Rationale

- At Ormesby Village Infant and Junior School we recognise pupils as individuals with unique strengths and weaknesses, gifts and talents and we create opportunities for all abilities to nurture and flourish.
- The gifted and talented initiative is an integral part of the schools' improvement plan, to challenge and extend the thinking of all its pupils via a broad and balanced curriculum.
- This policy links into the general school aims and philosophy and other school policies.

2 Aims

In catering for able pupils, the schools aim to achieve:

- An entitlement to an appropriately challenging education.
- A suitably differentiated and challenging curriculum.
- Distinct and discernibly different personalised learning opportunities (i.e. for able pupils to work at higher cognitive levels).
- Opportunities to develop specific skills or talents.
- Strategies to heighten motivation and raise aspirations to fulfil potential.
- Support for the emotional well being of the child.

3 Definitions

- The terms (able/more able, gifted/talented) are used to define our schools' cohorts. ('Gifted' learners have been defined as those who have high abilities in one or more subjects in the statutory school curriculum other than art and design, music and PE - 'talented' learners have been defined as those who have distinct abilities in art and design, music, PE or performing arts such as dance and drama)
- Our cohort is defined as the top 5-10% of our schools in any of the following areas e.g. all round intellectual ability, specific strength in one or more subject area, advanced social / leadership skills.

4 Identification

- The identified cohort will be representative of the social, gender, economic and ethnic composition of the school.
- More able children (including underachievers) are identified through a broad range of quantitative and qualitative measures (e.g. testing, personal knowledge from parents and past teachers, a checklist of generic/subject specific characteristics, teacher nomination).
- The register of able pupils is shared with staff, updated termly, contributed to by all staff and reviewed by staff and governors upon request.

5 Organisational issues

- At The Ormesby Schools the Head Teacher has overall responsibility for the provision of Gifted and Talented learners e.g. implementing and evaluating a subject policy, monitoring and evaluating provision and progress, identifying additional needs
- From the assessment of needs throughout the school the Head Teacher will act to ensure the deployment of personnel to assist in the delivery of personalised education for able pupils (*e.g. teachers, teaching assistants, learning mentors, outside experts etc.*)
- Channels of communication will be reviewed to ensure they are clear and effective

6 Provision

In the classroom this includes:

- Developing an effective and secure learning environment (e.g. new technologies, resources, celebration of achievement).
- A relevant and challenging curriculum offering personalised learning pathways.
- Appropriate and effective setting/grouping arrangements (to include e.g. withdrawal, working by ability and not age etc.)
- Sharing a range of flexible learning strategies to meet the needs of able pupils and able underachievers (to include specific strategies i.e. higher order thinking skills, problem solving, independent learning etc.)
- Subject specific differentiation and extension.
- Encouraging learners to reflect on the process of their own learning (i.e. to understand the factors that help them make progress and link learning to wider applications).

Beyond the classroom may include:

- Provision of out of hours support.
- School clubs.
- Enrichment opportunities.
- Partnerships with other schools.
- Visits from/collaboration with outside agencies.

7 Social and emotional needs / ethos

- High achievement will be recognised and celebrated through celebration assemblies, certificates and opportunities to attend additional events.

8 Partnerships beyond the school

- Support for gifted and talented provision is enhanced by home/school partnerships and other relevant children's services.

9 Transfer and transition

- The school will ensure that the needs of able pupils are identified and met at all points of transition to inform planning and ensure progression. Systems are in place for

transfer of information e.g. planning meetings between teachers, moderation meetings with junior schools, link meetings with parents.

10 Monitoring and Evaluation

- School data tracking systems used to monitor G+T provision and plan for progression in learning include: whole school tracking and teacher assessment which is updated and evaluated termly
- Assessment for learning (both formative and summative) leads to individual target setting.
- Self-assessment allows pupils to reflect on their own progress and improve learning.
- The school regularly evaluates and challenges its own provision.

11 CPD

- The needs of staff to deliver high quality provision for G+T is assessed via an ongoing audit
- Where needs are identified staff have a CPD entitlement and the opportunity for training within school or with the Local Authority.
- The G+T Leading Teacher is responsible for the monitoring and evaluation of provision and ensuring CPD needs are met.
- The G+T Leading Teacher is responsible for keeping up to date with research and development of innovative practice and for the dissemination of key outcomes and future actions.