

Ss Alban & Stephen RC Infant & Nursery School

Gifted and Talented Children Policy

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1. Introduction

This policy has been drawn up and reviewed by the staff and governors of Ss Alban & Stephen Infant School and links with the policies for Teaching & Learning, SEN and Inclusion.

- 1.1** Ss Alban & Stephen Infant School is a Roman Catholic school having as its mission statement 'Building God's Community of Love and Learning'. Part one of the mission statement celebrates the fact that all children 'understand their unique identity as children of God'. We are therefore committed to meeting the needs of all our children, including those who are more able.
- 1.2** In our school we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. We recognise and support the needs of those children in our school who have been identified as 'gifted' and 'talented' according to national guidelines.

2. Aims and Objectives

- 2.1** The mission statement of our school makes reference to valuing the individuality of all our children. The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our more able and very able children.
- 2.2** Through this policy we aim to:
- ensure that we recognise and support the needs of all of our children;
 - enable children to develop to their full potential;
 - offer children opportunities to generate their own learning;
 - ensure that we challenge and extend the children through the work that we set them;
 - encourage children to think and work independently.
- 2.3** We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults (Every Child Matters).

3. Identification of More Able and Very Able Children

- 3.1** We use a range of strategies to identify more able and very able children. The identification process is ongoing and begins when the child joins our school. Each child's pre-school record gives details of their achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.

About 10% of our pupils are more able and 2% very able in one area or a range of areas in the curriculum.

- 3.2** Children undergo baseline assessment within the first few weeks on joining our Nursery (Learning Outcomes 30-50 months) and Reception trial year for new early excellence baseline (Age related expectations 40-60 months). These assessments give information about their developing skills and aptitudes across several areas of learning. We discuss each child's assessment information with the parent and use this information when planning for individual needs. Challenging targets are regularly set.
- 3.3** As the children progress through the school, we assess them regularly to ensure that they are making the sort of progress that we are expecting of them and reaching their personal targets. We identify them as high achievers when they achieve high levels of attainment across the curriculum, or in particular skills or aspects of subjects.
- 3.4** The children undertake national end of Key Stage tasks and tests in Year 2. Teachers also make regular assessments of each child's progress in all subjects of the National Curriculum. We compare the information from these assessments with a range of national and LEA data in order to ensure that each child is making appropriate progress. Teachers attend moderation meetings to compare assessments against county and national norms.
- 3.5** Each teacher regularly reviews the children's progress and records this on class lists. Assessments are passed to the INCO and the coordinators for Literacy, Maths, RE and Science. These subject leaders then track all children's progress. Teachers discuss the children's progress with parents at the termly consultation evenings, and report annually on each child's progress in July.
- 3.6** Teachers meet with the SENCO each term to update the Gifted & Talented register. This also records the area of the curriculum in which various children excel.

4. Aptitudes in English and Mathematics

- 4.1** High Achievers in English are identified when they:
- demonstrate high levels of fluency and originality in their conversation;
 - use research skills effectively to synthesise information;
 - enjoy reading and respond to a range of texts at an advanced level;
 - use a wide vocabulary and enjoy working with words;
 - see issues from a range of perspectives;
 - possess a creative and productive mind and use advanced skills when engaged in discussion/writing
- 4.2** High Achievers in Mathematics are identified when they:
- explore a range of strategies for solving a problem;
 - are naturally curious when working with numbers and investigating problems;
 - see solutions quickly without needing to try a range of options;
 - look beyond the question in order to hypothesise and explain;
 - work flexibly and establish their own strategies;
 - enjoy manipulating numbers in a variety of ways.
- 4.3** All subjects are differentiated to allow high achievers to be identified.

5 Teaching and Learning Style

- 5.1** Teachers plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:
- a common activity that allows the children to respond at their own level;
 - an extension activity that broadens a child's learning in a particular skill or knowledge area;
 - an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
 - the opportunity for children to progress through their work at their own rate of learning.
- 5.2** Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the high achiever.
- 5.3** Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children. Parents are provided with half-termly curriculum plans so that children can do their own research to enhance their learning.

Special theme days and after school clubs offer more able and very able children the opportunity to extend their achievements in a range of activities, e.g. Languages, expressive arts and physical development, music workshops. A lunchtime 'Games' club is offered twice a week to KS1 children showing a good aptitude for Maths.

6. Management Strategies

- 6.1** The SENCO/INCO co-ordinates the provision and practice within the school for gifted and talented children. The coordinator's role includes:
- ensuring that the gifted and talented child is identified on the G & T register;
 - monitoring the teachers' planning to ensure that suitable tasks and activities are being undertaken by gifted and talented children across all curriculum areas;
 - regularly reviewing the teaching arrangements for high achieving and gifted and talented children;
 - monitoring the progress of high achieving and gifted and talented children through termly discussions with teachers;
 - supporting staff in the identification of high achieving and gifted and talented children;
 - providing advice and support to staff on teaching and learning strategies for high achieving and gifted and talented children;
 - Liaising with parents, governors and LEA officers on issues related to high achievers and gifted and talented children.
 - Encouraging 20% of children from each class in KS1 to attend a lunchtime 'Games Club' where they will have the opportunity to engage in problem solving activities.
- 6.2** The INCO will review the policy for gifted and talented children with staff and governors on a regular basis and give feedback to the governing body.

- 6.3** The monitoring includes feedback from parents and children. Regular classroom observations and termly evaluations of children's work, work scrutiny and moderation meetings will all inform the review process.
- 6.4** The INCO will liaise with the Junior School INCO to ensure identification and provision for gifted and talented children is continued during the transition from KS1 to KS2.

Signed:

Date: March 2016