

Gifted and Talented Policy



Introduction

At Droxford Junior School (DJS) we want all children to be confident and to succeed. Therefore a curriculum that provides personalised learning pathways will create achievable opportunities for every child. This includes supporting and challenging Gifted and Talented pupils.

This document sets out general principles to guide staff at Droxford Junior School (DJS) to cater for the needs of the most able pupils.

At DJS there are pupils with a range of abilities. Gifted and talented is the term applied to those children who are achieving, or have the potential to achieve, at a level substantially beyond the rest of their peer group. This does not mean just the few exceptionally gifted but rather refers to the higher end of the ability range. Some gifted and talented pupils may be intellectually able but also appear on the Special Educational Needs (SEN) register for behavioural, literacy or physical difficulties for example. Every teacher needs to know how to teach the gifted and talented and should be familiar with the techniques for creating high levels of challenge.

We use the term 'gifted' to mean those pupils who are capable of excelling in academic subjects such as English, Maths, History or Science. 'Talented' refers to those pupils who may excel in areas of the curriculum requiring visual-spatial skills or practical abilities, such as in games and PE, drama, music or art and design.

Providing for the gifted and talented pupils in our schools is a question of equity – as with all other pupils, they have a right to an education that is suited to their particular needs and abilities. They need to be presented with work that challenges, stretches and excites them on a daily basis, in an environment that celebrates excellence and is supportive.

Identification

Identification of gifted and talented pupils should be a continuous, whole-school process. It is important to ensure that the identification process is fair and transparent, does not discriminate against particular groups or individuals. The identification strategy makes use of both quantitative and qualitative assessment, including prior attainment and rate of progress so pupils are continually identified:

- a) Quantitative data including available test data and results of in-class/teacher assessment. Rate of progress including value-added data and reference to prior attainment/achievement.
- b) Qualitative information, including teacher assessments, informal observations from pupils and parents, pupils and parents observations and feedback.

Approximately 10% of each cohort will be identified on the Gifted and Talented working list. This is reviewed annually in terms of the children actually identified. A wider cohort of children will have access to a challenging curriculum and enrichment.

The Swanmore 'pyramid' of schools have developed guidance that is used to identify able, gifted and talented children. This is used alongside other assessments to select which children are included on the working list. Parents are informed by letter and receive an annual update of provision for gifted and talented pupils.

Effective provision

Expectations are high, the culture of challenge for gifted and talented pupils is achieved by adding breadth, depth or pace. Good quality assessment for learning is critical to effective provision for gifted and talented children. Rich questioning, shared learning intentions, quality feedback and self-assessment are consistent strategies impacting on learning.

Enrichment opportunities encourage children to perform beyond the level expected for their age. Effective learning and teaching focuses on individual children, their strengths, their weaknesses, their needs and the approaches that engage, motivate and inspire them. Education for gifted and talented children should focus on both intellectual and the social and emotional needs of the pupil.

Curriculum

Gifted and talented children need access to a broad and balanced curriculum so that they can discover new areas of aptitude as well as develop known strengths. The 'Droxford Curriculum for Learning' offers an exciting, varied and challenging curriculum, a chance to follow appropriate learning pathways and opportunities to move beyond the attainment levels expected for any given age group.

A range of enrichment opportunities are offered outside of the normal classroom which enable children to develop specific skills. These are focussed on clubs, events and offsite activities. A key strategy is working with groups of GAT children to develop the 'Essentials for learning and life' by linking with local communities to investigate how skills are applied in the workplace.

Assessment

The Strategic Leadership Team (SLT) reviews individual cohorts as they move through the school and appropriate interventions and adjustments are made to the planned curriculum. A component of the assessment process is the setting and review of individual pupil targets. These are derived from differentiated curriculum targets which are reviewed three times each academic year. These help the pupil and their parents to see progress and to identify areas for future learning and development. Social and emotional targets may also be appropriate. The working list of gifted and talented pupils is used to inform the planning, assessment, monitoring and evaluation processes and so is a key document at a point of transfer. When transfer is between schools, gifted and talented co-ordinators liaise to ensure that all relevant information related to pupils on the working list is transferred and disseminated. Analysis of assessment data on the gifted and talented cohort is used to inform the overall approach to gifted and talented pupils.

Leadership

A governor is assigned to support and monitor the strategic developments in relation to gifted and talented pupils. The Headteacher is the Gifted and Talented Co-ordinator (GATco). The SLT promote a shared responsibility for both identifying and meeting the needs of gifted and talented pupils across the school. Teachers should take the main responsibility for both identification and provision and be supported by the wider school community. It is monitored for its impact on pupil achievement and reviewed on a regular basis, to allow the school to celebrate and build on its provision and to encourage continuous improvement. Evaluations inform future priorities for improvement. This includes developing good practice, provision and resources.

Partnerships

Parents play a crucial role in their children's education and DJS engages parents fully as partners in their child's learning. It is important that all gifted and talented children have access to a range of appropriate learning opportunities beyond the school day. DJS

endeavours to make children and their families aware of wider possibilities to match talent with opportunity. Therefore, we will network with other organisations to develop good practice. Currently effective links exist with the Swanmore pyramid, School Sports Partnership, the Omega network and HIAS.

Accepted by Full Governing Body:

To be reviewed: Autumn Term 2016