

BEMBRIDGE CE PRIMARY SCHOOL **GIFTED AND TALENTED POLICY**

POLICY RATIONALE AND AIMS

Our Purpose

'To secure the highest quality educational, learning and cultural opportunities throughout life'

Our Beliefs

'Every individual in our school should have the opportunity to achieve the very highest that their potential will allow.'

IDENTIFICATION

Gifted and Talented pupils are described in the latest government thinking as being around the top 10% of the ability range in any class setting. As the National Association for Able Children in Education (NACE) has suggested, we encourage teachers to believe that there are Gifted and Talented pupils in every class and every school.

It is clear that one should not be "precious" about the terminology used to describe children with high levels of ability. Throughout this policy the term Gifted and Talented will be used to cover this broad spectrum of usage.

In practical classroom terms, Gifted and Talented children are likely to present themselves to teachers in one or another of three groups:

- a) those whose outstanding ability is so evident (and in some cases linked with behaviours that cause difficulties in mixed-ability settings), that they force teachers to seek to develop specific strategies to cope with their high ability.
- b) a much larger group of children with high levels of ability (the DfES suggests about 10% of a school's cohort), who attain high levels of achievement
- c) Children with high levels of ability, who do not achieve at a high level and who are in danger of being missed by those seeking to provide appropriately for Gifted and Talented children.

Teaching staff will use formal and informal assessment to identify able pupils within their class.

Gifted and talented pupils will be reported to the G & T coordinator (Headteacher) and recorded on the G & T register. As all children develop and progress at different rates, the register will be reviewed at the end of each academic year. At this time, children may be moved either on or off of the register to ensure that it continues to reflect the top 10% of our school population

PROVISION

EXTENSION

Extension (also referred to as enrichment through depth), involves children and young people following the standard curriculum but developing a deeper understanding through encountering more complex resources and materials, tackling more challenging questions and tasks, demonstrating higher levels of thinking, and presenting increasingly sophisticated responses.

Provision for able learners will be through classroom based extension activities and differentiation.

ENRICHMENT

Enrichment relates to breadth of study and experience. It involves offering learners a wide variety of opportunities, both within and outside the curriculum, and exposing them to experiences not usually encountered as part of the standard curriculum

From time to time the local authority organises “Gifted and Talented Days” focused on different curriculum areas. We will aim to include our pupils in these as often as we are able and “signpost” parents towards specialist activities as necessary.

TRANSFER

Good communication between teachers of different phases is essential if suitable provision is to be made for gifted and talented learners. Information will be shared at point of transfer within and between schools through meetings of relevant staff members and will include details of an individual's.

- particular strengths and weaknesses;
- preferred learning styles;

EQUALITY

Each child will be assessed according to ability only for extension and enrichment activities regardless of race or gender.

MONITORING AND EVALUATION

Formal and teacher assessment results of pupils on the G & T register will be monitored to ensure appropriate progression. Lesson observations will take place regularly in Literacy and numeracy to monitor differentiation for gifted pupils.