

The Priory Primary Academy Trust

Gifted and Talented Policy



January 2012
Reviewed annually by the Governing Body

Introduction

At The Priory Primary Academy we provide a learning environment which stimulates all children whatever their ability and we recognise that all children are individuals and develop differently. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. However, we aim to identify the able child as early as possible in order to provide for his/her individual educational needs.

For the purposes of this policy the expression gifted and talented includes able as set out in the Definition below

Aims

Through the policy we aim to:

- ensure that we recognise and support the needs 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 is set for them
- encourage the children to think and work independently.

There is an appointed Governor and a Gifted and Talented (GAT) teacher and co-ordinator who works with identified children for one afternoon per week.

Pupils who are identified by the staff as being gifted and talented are entered on the school register and the area of their gift or talent is identified. This is reviewed on at least an annual basis. Children remain on the register they are not removed.

The school, as required, indicates which of our pupils are gifted and talented in the annual school census return. This data is brought together to form the National Register. Nationally this would be expected to be between 5 and 10% of each year group. The children on the census will be invited to join Young, Gifted and Talented (YGT).

The school enjoys very good links with its local cluster schools and once a term a small number of gifted and talented children from each school meet to extend their learning and thinking skills, as well as sporting and musical skills in a variety of challenging projects. They also take part annually in an Inter-School Quiz Championship, and Inter-School Science Quiz Championship and/or equivalent inter school challenges.

Definition

Being gifted and talented is not a one-off or fixed state of existence. The school recognises in line with the Department for Schools, Children and Families (DSCF) that gifted and talented children are 'Those who have one or more abilities developed to a level significantly ahead of their year group.'

Gifted

Pupils who have the ability to excel academically in one or more subjects such as English, Maths, Science, and Technology.

Talented

Pupils who have the ability to excel in practical skills such as sport, leadership, or artistic performance.

Able

Children with the potential to develop these abilities.

Identification

As a school we recognise that being gifted and talented, covers much more than the ability to succeed in tests and examinations. Therefore it is impossible to set one way of identifying these pupils.

We use a variety of information to identify able children including baseline assessments, teacher assessment, national and optional tests, observational notes, discussion with parents and analysis of attainment data.

A gifted and talented child may display one or more of the following attributes:

- a rich vocabulary and ability to communicate using a wide range of ideas
- a good memory and the ability to concentrate for lengthy periods
- a particular talent in one or more areas of the curriculum
- social maturity
- self confidence
- an individual sense of humour
- vivid imagination
- ability to work independently to a high standard
- ability to link areas of the curriculum and draw reasoned conclusions
- ability to ask and answer searching questions
- ability to process information easily
- ability to accommodate and apply new knowledge easily
- ability to recall information easily
- ability to approach problem solving in a systematic way.

Other characteristics:

- have strong views and opinions
- be very sensitive and aware
- focus on their own interests rather than be socially adept
- appear arrogant
- be easily bored by what they perceive as routine tasks
- not necessarily be well-behaved or liked by others.

Teaching and Learning

Teachers in the school plan carefully to meet the learning needs of all our children through differentiated work, teacher and Learning Support Assistant (LSA) support. The children's work is regularly marked and assessed. Extension activities within the class are set for the more able that are demanding of their abilities or enrich their learning experiences.

Provision

In addition to working within the classroom, gifted, talented and able children work outside the classroom in small, mixed age groups either on specific curriculum areas or on projects that will develop particular skills. These groups are taught by the GAT teacher once a week. The groups may vary in size and constitution, dependent on what is being taught and the needs of the children.

Assessment, monitoring and reporting

Teachers monitor all pupils' achievement in English and Mathematics using the whole school tracking system. They consider whether pupil achievement matches their potential ability.

The GAT teacher provides a detailed report to parents on the progress of each child in their group each term.

The GAT coordinator has carried out auditing through the Institutional Quality Standards (IQS) and is monitoring the impact of its provision, on progress and enjoyment against the Classroom Quality Standards (CQS) criteria.

The governors monitor the effectiveness of the school's provision through regular reports received by the governing body.

Impact

The school is concerned for the development of each child, academically and socially. The provision for the gifted and talented children enriches their learning and extends their thinking. However, it is hoped that these children will act as peer mentors and will cascade their knowledge to others within the class.