

TWEEDDALE PRIMARY SCHOOL

POLICY FOR GIFTED AND TALENTED

Review of the Policy

This policy provides guidance on teaching and learning at Tweeddale Primary School. It reflects the views of teaching staff and was agreed by the governing body on **12th December 2017**.

The policy will be reviewed by the Head Teacher annually and by the governing body in **September 2020** or earlier if required. The implementation of the policy is the responsibility of the staff and will be monitored by the Head Teacher, Senior Management and individual curriculum coordinators.

Signed.....
Headteacher

Date.....

Signed.....
Chair of Governors

Date.....

Policy for Gifted and Talented Pupils

Aims

At Tweeddale Primary School, we are committed to providing a secure and stimulating environment for all our pupils. We recognise achievement and celebrate the success and effort of all our children.

Our teaching and learning aims are to strengthen opportunities and develop the children's confidence, so they can challenge themselves and take risks. We believe in treating pupils as individuals, providing an education that is suited to their particular needs and abilities. This is especially relevant with children identified as able, gifted or talented.

To ensure that these pupils reach their full potential, it is important that their specific talents and skills are nurtured.

At Tweeddale we try to provide them with either the opportunities to work at high cognitive levels in academic areas; or a chance to aspire for creative or physical excellence.

We believe a strong able, gifted and talented programme is important to support the needs of these children.

The DCSF (Department for Children, Schools and Families) defines able, gifted and talented learners as:

“Those children and young people with one or more abilities developed to a level significantly ahead of their year group (or with potential to develop those abilities).”

They can be identified in any year and amount to 7-10% of the school population.

Able learners are defined as those who have abilities in one or more subjects in the statutory school curriculum, other than art and design, music and PE. They have the capacity for, or demonstrate, high levels of performance in an academic area. This also includes children who are leaders or role models and who display outstanding leadership and/or social skills.

Gifted children are defined as those with an innate ability, who present a natural, outstanding aptitude or competence for exceptional performance in an academic area.

A talented pupil is one who demonstrates high levels of achievement with a specific ability in a non-academic area, including art, music, sport or the performing arts.

Identification of the Gifted and Talented

The identification of the gifted and talented pupils is a process in which the whole teaching and support staff participate in; as well as parents, carers and the children themselves. The process starts as soon as children enter school and is continually reviewed. A register of able, gifted and talented children is kept by the coordinator but talents and abilities emerge at different times due to developmental issues, and as new opportunities arise, therefore, inclusion in the cohort is not permanent. If it is perceived by parties that inclusion is no longer beneficial, students may be moved off, either temporarily, or permanently.

At Tweeddale the main focus is to improve provision for able pupils in day-to-day teaching and learning.

In mathematics this is achieved by mastery approaches being developed in all year groups, and through challenge questions being used in plenary sessions.

In writing this is achieved by greater depth writing checklists being used, as well as different starting points being used to increase challenge.

In all areas of learning HA children are challenged to work at mastery level.

Provision

Types of Provision

Class provision:

- Teachers have high expectations.
- Teaching is personalised, pacy and challenging.
- Tasks are designed to take account of levels of existing knowledge, skills and understanding and are differentiated appropriately.
- There are planned extension opportunities or open-ended tasks that promote higher order thinking skills. (Mastery)
- A variety of grouping is used effectively
- Children who are secure are moved onto more challenging work

School based provision

- Shared celebration of children's achievements.
- School clubs including sports, arts, music.
- School councils.
- Specialist Teachers.
- HA pupil premium children offered extra- curricular activities to help close the gap.
- Intervention Groups.
- Opportunities for performance.
- Opportunities to enter national schemes/competitions.
- Ensure close secondary liaison

Process for Review and Development

The able, gifted and talented leader is responsible for:

- updating and reviewing the information record of children on the gifted and talented register
- reviewing the policy
- monitoring provision
- keeping up to date with information to do with the AGT
- consulting with the SLT, staff and governors
- Organising ATG clubs/extra- curricular activities