

RIVACRE VALLEY PRIMARY SCHOOL

POLICY FOR GIFTED AND TALENTED CHILDREN

In relation to Gifted and Talented provision it's important to note that, whilst we may have to make changes to the way we deliver education to ensure the environment is as safe as possible from the risk of coronavirus, our work with children and young people who are Gifted and Talented remain the same. This means using best endeavours to secure that the provision called for by the pupil's needs is made.

Aims

At Rivacre Valley 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 the opportunity to reach the highest level of personal achievement. We are committed to providing an environment, which encourages all pupils to maximise their potential and this clearly includes pupils who display some form of giftedness.

Definitions

A gifted pupil is one who is in the top 5-10% of the pupil population. (DfES definition). A gifted pupil is one who 'has the capacity for or demonstrates high levels of performance in an academic area.

A talented pupil is one who is in the top 5-10% of those with a domain specific ability in a non-academic area:

- Physical talent
- Visual / performing abilities
- Mechanical ingenuity
- Outstanding leadership and social awareness
- Creativity

Identification of the gifted and talented

Before identifying any child gifted in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair.

A gifted or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- Teacher nomination
- Assessment results
- Peer nomination
- Parental nomination
- Specialist teacher identification
- Self nomination

It is worth remembering that gifted pupils can be:

- Good all-rounders
 - High achievers in one area
 - Of high ability but with low motivation
 - Of good verbal ability but poor writing skills
 - Very able but with a short attention span
 - Very able with poor social skills
 - Keen to disguise their abilities
- (Deborah Eyre, 1973)

Roles and Responsibilities

Everyone in school has a responsibility to recognise and value pupils' abilities. We are aware that:

- Unnecessary repetition of work is de-motivating and de-motivated pupils will not always demonstrate potential
- There is sometimes peer pressure to under-achieve
- Gifted pupils are not always easier to reach than other pupils

The Class Teacher

The class teacher is at the heart of our school's provision and in-house identification for pupils with gifted and talented attributes.

The Inclusion Manager

The Inclusion Manager has specific responsibility to maintain a Gifted and Talented register in school and liaise with the nominated School Governor for SEND. They also:

- Support the school and staff in the identification of pupils, helping to set appropriate targets where appropriate.
- Keep up to date with information about resources and services and are responsible for sharing this information with colleagues and parents.
- Encourage the development of suitable in-house enrichment opportunities as well as extra-curricular activities.
- Co-ordinate the use of external agencies or people from the community, resources and facilities.
- Contribute to all aspects of whole school planning and policy making.
- Along with other members of the SLT, facilitate and contribute to staff development and training.

The Head-teacher

The Head-teacher has overall responsibility for the quality of the educational provision for all pupils in the school, including those with gifted and talented attributes.

Provision for the Gifted and Talented

Opportunities for extension and enrichment are built into all our schemes of work and through our Topics.

We aim to:

- Maintain an ethos where it is OK to be bright.
- Encourage all pupils to be independent learners.
- Recognise achievement.
- Be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievement.
- Provide a wider range of extra-curricular activities and clubs.
- Always provide work at an appropriate level.
- Provide opportunities for all pupils to work with like minded peers.

Types of Provision

Classroom differentiation:

- Teachers have high expectations
- Setting for Mathematics and English
- Tasks are designed to take account of levels of existing knowledge, skills and understanding.
- There are planned extension opportunities or open-ended tasks.
- There is access to higher tier assessment papers.

School based provision:

This varies according to subject area and is covered using a variety of methods:

- School clubs
- School societies/councils
- Fast tracking groups
- Enrichment opportunities
- Opportunities for performance
- Specialist teaching
- Partnerships with secondary schools

There are also opportunities to take part in off-site activities which can include:

- Residential visits
- Off-site immersion days
- Sporting and Dance competitions
- Music and choir performance opportunities
- G & T Reading/Writing/Maths/Technology days off-site

Transfer and Transition

Good communication between teachers of different phases and from year to year within a school is essential if suitable provision is to be made for gifted and talented learners. The information shared at this point of transfer within and between schools will give details of an individual's:

- preferred learning styles;
- particular strengths and weaknesses;

- work covered;
- targets for future developments.

Much of this information is be shared through discussion as well as documentation.

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