



St John of Jerusalem
Church of England Primary School

Gifted & Talented Policy

September 2014 – July 2015

Vision Statement

Within a friendly, caring Christian community - with children at the heart of our school - we will ensure:

- High academic standards
- Each child is motivated to reach their full potential through high quality, enjoyable teaching and learning
- Each child has access to a rich, broad and balanced curriculum
- High expectations of both staff and children
- Staff and children have high expectations of one another
- Christian faith and values inform the whole life of the school and that each child is provided with a wide range of opportunities to develop in body, mind and spirit
- Respect for all faiths is encouraged so that the school is inclusive of the community it serves and so that each child develops the confidence, sensitivity and skills to live in a diverse community
- Everyone in the school community is treated fairly and encouraged to develop their skills, self-confidence and self-esteem
- Everyone's views are valued and children are encouraged to develop a sense of pride, ownership, responsibility and independence
- Mutually positive relationships between the school and the wider community
- A close partnership and involvement of parents and carers

Introduction

This policy sets out the principles of St John of Jerusalem Church of England Primary School's provision for Gifted and Talented pupils.

The Inclusion Manager is responsible for coordinating the Gifted and Talented activities/provision within the school. She meets regularly with the borough co-ordinator for Gifted and Talented and other co-ordinators to share good practice, plan events and keep up to date with current developments.

General Principles

- St John of Jerusalem School implements provision for Gifted and Talented pupils because we seek to provide education suited to each pupil's age, ability and aptitude.
- We welcome the challenge presented by very able pupils.
- We strive for excellence and celebrate achievements of all our pupils. We believe in supporting and challenging children in all aspects of their learning in order that they can maximise their potential, regardless of their age, gender, race or disability.
- At St John of Jerusalem School, we intend to provide challenging extension and enrichment activities for able children rather than an accelerated learning programme.

Who are the Gifted and Talented?

Our school recognises that there is no set definition of what constitutes a Gifted and Talented pupil. However, to support the advice outlined in this leaflet, we draw on the definitions provided by the Department for Education (DfE). The DfE define Gifted and Talented pupils as children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).

The terms Gifted and Talented are applied as follows:

Gifted children and young people are capable of excelling in academic subjects (such as English, Maths, Languages, History or Science).

Talented children and young people may excel in areas of the curriculum where vision-spatial skills or practical abilities are developed, as well as academic skills (such as PE, drama, music or art and design). In addition to this, the broadest definition is taken into account, also, to include less easily acknowledged qualities such as leadership and interpersonal skills.

All children are entitled to an education that will enable them to succeed and achieve. This includes the more able students and we therefore strive to provide an

education that is both personal to their needs and motivates them to excel and achieve. It is important to remember that a child may not be “above average” in all subjects or areas.

We aim to make flexible provision for a number of outstanding children but also want to provide for a larger group of able pupils present in the school.

We recognise that very able children may possess the following attributes:

- creativity
- high intelligence
- mechanical ingenuity
- visual and performing abilities.

Government guidelines stipulate that the most academically able (gifted) comprise about 7% of each year group. These pupils excel in areas like Science, Mathematics, English and Humanities.

Similar guidelines stipulate that 3% of the most talented pupils in each year group are also identified. These pupils show particular ability in subjects or activities such as movement, music and art. However, as a school this does not preclude either more or fewer children in a year group being on the Gifted and Talented register as appropriate to their ability.

How are gifted and talented pupils identified?

The school builds up records on individual pupils using information from the following:

Typically, but not exclusively, gifted pupils show the potential to achieve the following levels by the end of their key stage:

KS1 - Level 3 or above, at the end of Key Stage 1

KS2 - Level 5 or above, at the end of Key Stage 2

Gifted children and young people may well exceed these levels in their academic attainment.

It is important to note that talented pupils may or may not show high academic ability in statutory assessments and further identification procedures are necessary to ensure pupils' needs are met (for example, teacher assessment in other National Curriculum subjects, such as PE, Art...etc) Our school has a process for identifying pupils who are gifted and talented which includes:

Teacher/staff nomination

Teachers spend a lot of time with children, assessing their abilities in a range of subjects and skills as part of everyday teaching and learning. Therefore, this is one of the main ways in which children are identified.

- Baseline testing
- National Curriculum levels
- Test results, e.g. SATs scores enable teachers to identify performance in academic subjects in relation to their peers and national expectations. The school uses QCA Optional Test results, including age standardised scores Testing- achievement, potential and curriculum ability APP/ or similar to track pupil progress in reading, writing and maths. Teachers may also identify where a child has particular skills and knowledge in other curriculum subjects such as history or design technology.
- Reading Ages (based on the Macmillan Group Reading Test)
- Teacher Assessments- Assessment of children's work
Assessments, including the marking and levelling of children's work enables the school to identify high performance in relation to peers and pupils nationally.
- Parental feedback- Parents have a huge amount of information regarding their child's abilities and are encouraged to share this with school where they believe their child may be gifted or talented

Particular care is taken to try to identify bright pupils who are underachieving, and those who have English as an additional language, for whom tests may not be accurate. The school would expect to have identified a Gifted and Talented cohort that reflects the demographic profile of the school.

Grouping Policy

Gifted and talented pupils will generally be taught alongside other children of similar age, because we recognise that a child's development is not based entirely on academic achievement. However, the school recognises the benefits of able pupils spending time with other able children so provision will be arranged, wherever possible, for enrichment and extension groups.

Curriculum

St John of Jerusalem School is committed to success for all pupils. The programmes of study reflect this philosophy. It is intended that all schemes of work will have enrichment and extension activities.

Classroom teachers are mindful of avoiding:

- low-grade tasks, which use up valuable curriculum time; and

- work that is repetitive and lacks progression.

Our curriculum and teaching is founded upon finding the best 'match' between the various needs of the child, the resources available and teaching approaches. Enrichment and extension materials will be designed and could include the following features:



Assessment

Assessment of work by the most able pupils needs special consideration. Our policy recognises that able pupils see the connections between ideas that are not usually perceived by their peers. These insights can be challenging for a teacher. As we recognise the need for able children to fail sometimes and to learn from this experience, teachers must present sufficient challenge and opportunity to able pupils.

Pupil Welfare

Children of high ability can appear way ahead of their chronological age. This could lead to unfair expectations placed upon them. Some able children become loners. We will be alert to this possibility. All teachers watch for underachievement caused by able children feeling threatened by peer pressures. Some able children are slightly

eccentric – we will seek to accommodate all individuals within our learning community.

Praise is just as important to able children as to others and teachers will continue to praise and reward all children for their effort and attainment, whatever their level of ability.

Organisation

The school has a designated whole school coordinator who will take responsibility for provision for able pupils at St John of Jerusalem School. The coordinator will consult closely with the Senior Management Team and the SEN Coordinator. The Governors will consider the policy's effectiveness regularly in the Curriculum Sub Committee.

Responsibilities

The whole school coordinator will:

- Compile the register for children involved in the programme.
- Maintain the register so that it accurately tracks the achievements and progress of the children involved in the programme.
- Coordinate enrichment/extension activities for the pupils.
- Liaise with the subject coordinators regarding provision in the schemes of work and availability of extension/enrichment resources
- Ensure that all teachers are aware of the pupils who have been identified.
- Complete annual evaluations of the progress made and report to the staff, the SMT, the governors and the borough coordinator.

Class Teachers will:

- Identify children for the programme
- Liaise with the coordinator
- Provide enrichment and extension activities for able pupils

Subject Coordinators will:

- Identify and provide resources that contain enrichment/extension activities to challenge the identified children.
- Monitor the use of enrichment/extension activities in their curriculum areas.

The Senior Management Team will:

- Monitor work of children involved in the programme.
- Work with the Whole School Coordinator to secure effective provision for the identified pupils.

The Head Teacher will:

- Liaise with the Whole School Coordinator to discuss the progress of children involved in the programme.
- Monitor effective provision for the identified children.
- Work with the Whole School Coordinator to review this policy and its effectiveness.

Professional Development

Staff development with regard to provision for able children will concentrate on strategies that will develop teachers' skills. These will include:

- targeted training by the G&T coordinator, or other trainers;
- the use of case studies; and
- opportunities for teachers to see examples of outstanding work by able children and additional resources for teachers.

The school coordinator will attend LEA organised meetings to share and disseminate good practice.

Racism

Pupils and staff are treated with respect regardless of gender or race. The register of children should reflect the social and ethnographic make up of the school.

Conclusion

The policy underpins the notion of a 'Learning Community' – we want to create the most effective learning environment for all our pupils. This will include:

- asking the most able what helps them learn effectively;
- establishing a culture in which wrong answers are productive;
- encouraging pupils to consider alternative approaches to problems; and
- making pupils aware of their own preferred style of learning.

Our prime concern is to raise the expectations of all teachers, pupils and guardians in the pursuit of excellence.

Note: This policy will be reviewed annually

Dated: 03.09.2012
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