

Gifted and Talented

Policy



"If you are willing to deal effectively with the needs of able pupils you will raise the achievement of all pupils"

M Tomlinson 1995

Date of last review: Autumn '10

Rationale

At Goddard Park we believe that an environment of creativity and commitment is required in order for the gifts and talents of all our pupils to emerge. Such an environment exists where an extensive range of enrichment opportunities supports high quality, challenging teaching. By focusing on an environment of inclusion we hope to create a culture in which the gifts and talents of all will be fostered and in which our most able pupils will feel challenged and supported.

Aims

This policy aims

- to raise the level of aspirations and achievements for all pupils
- to nurture the gifts and talents of all pupils
- to foster the emotional intelligence of all pupils so that they learn to value and share their gifts and talents
- to use expertise to inspire individuals to develop their potential gifts and talents

Objectives

In order to achieve our aims we intend

- to assist pupils in identifying and developing their own specific gifts and talents
- to ensure that they have a rich, challenging and varied learning experience which provides pupils with opportunities to use and share their gifts and talents
- to help pupils attain the highest levels of achievement of which they are currently capable
- to support those who demonstrate the potential to develop an expertise
- to create more personalised education programmes to support emerging gifts and talents

Meeting the needs of the gifted and talented is about building on good general school provision, not about providing something entirely different.” (Eyre 2001)

Learning Environment

An environment that nurtures the gifts and talents of its pupils requires a number of key factors to be in place.

- Classroom provision that is both creative and disciplined
- An extensive range of enrichment opportunities
- The recognition of the importance and value of the development of the emotional intelligence of the learner
- The expectation that pupils need to work hard and show commitment
- Supportive and informed parents

Definition

- *“gifted” learners are those who have abilities in one or more subjects in the statutory school curriculum other than art and design, music and PE;*
- *“talented” learners as those who have abilities in art and design, music, PE, or performing arts such as dance and drama.*

Gifted and talented children are those who have one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop these abilities).

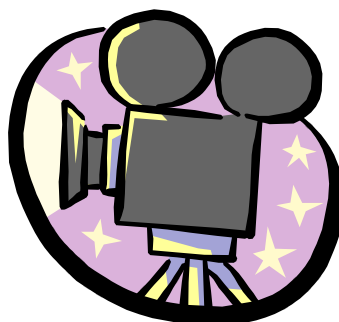
In England the term 'gifted' refers to those pupils who are capable of excelling in academic subjects such as English or History. 'Talented' refers to those pupils who may excel in areas requiring visio-spatial skills or practical abilities, such as in games and PE, drama, or art. Some gifted and talented pupils may be intellectually able but also appear on the Special Educational Needs (SEN) register for behavioral, literacy or physical difficulties.

Identification

This may be done by the class teacher, parent or child/peers. Teachers through the daily course of their assessment for learning may well identify a child who is working significantly above his/her peers in one or a range of areas. Teacher assessment and quantitative assessment will confirm this. A referral is made to the GT coordinator who will discuss all available assessments and the social skills/maturity of the child. The child's parents will be informed through a parent interview and the child will be entered onto the register. This will state the specific reason for the child's inclusion on the register.

We are not looking for our top 10% of achievers but rather trying to identify individuals who have the potential to develop an expertise. We are looking for potential and achievement. It is therefore crucial to establish the value of qualitative evidence.

Peers may well nominate a child particularly relating to a talent that might not reveal itself in the general school curriculum. Opportunities to develop this talent should be made available by way of offering/ensuring awareness of out of school clubs /societies and attempting to integrate this talent into the school timetable by way of a performance or talent showcase.



Provision

Inclusive Provision

Through planning and daily assessment for learning class teachers ensure that G and T children are challenged within the class context. This may be in terms of the investigative nature of the task as well as a higher level of subject content. Through recent staff development on the principles of building learning power and integrating challenge into

planning staff are trailing a range of strategies to further develop independent learning skills and the awareness of children of their own strengths and weaknesses. Planning is monitored by year group coordinators, with work scrutiny takes place regularly throughout the school by all staff.

Further support to enrich our provision is sought through:

- School, local, regional and national competitions and challenges
- Specialist after school clubs and master classes
- Contact with local industry and business
- Links with institutes of further education
- Artists and authors in residence
- Membership of national organisations such as NAGTY (National Academy for Gifted and Talented Youth). NAGTY offers regional outreach and summer school programmes
- Adventure training packages
- Peripatetic music lessons
- County and national youth orchestras
- (LEA) Summer Schools

Tracking/Assessment

Challenging yet realistic individual targets are set for all children. These are tracked throughout the year. Two key assessment periods are used to evaluate progress and consider intervention or further challenge. Children on the gifted and talented register are assessed in the same way to ensure that progress is maintained and whether further opportunities need to be made available. Data analysis is combined with a more subjective profile of the pupil to build knowledge relating to talents and skills that fall outside of the academic fields. Information should be used to determine suitable enrichment activities for individuals and for monitoring the holistic development of the learner.

The progress of children on the register is monitored by the class teacher and G and T coordinator. Progress is reported to parents during parent's evenings three times a year.



Websites useful to support the teaching and provision for GT pupils.

www.nc.uk.net/gt/general/index.html	DfE's guidance on gifted and talented
www.teachernet.gov.uk	DfE's guidance for teachers
http://standards.dfes.gov.uk	Excellence in the Cities
www.warwick.ac.uk/gifted	National Academy for Gifted and Talented Youth
www.nace.co.uk	National Association for Able Children in Education
www.nagcbrtain.co.uk	National Association for Gifted Children
http://aspire-ma.com	Aspire
www.campaign-for-learning.org.uk	Website promoting lifelong learning
www.thethinkingclassroom.co.uk	Thinking classrooms in action
www.nrich.maths.org.uk	Nrich (Mathematics)
www.edwddebono.com	Edward de Bono / CORT
www.mind-map.com	Tony Buzan's website