

CLIFFORD CHURCH OF ENGLAND
INFANT SCHOOL

POLICY STATEMENT FOR GIFTED AND TALENTED PUPILS

To be Reviewed : June 2017

Reviewed by: S. Preston

Rationale

As a school our primary task is to provide a premium education for all pupils. In order to do this the school provides learning opportunities that enable pupils to make good progress and reach their full potential. Learning programmes are matched to pupils' capabilities and cater for different learning styles.

Aims

1. Encourage gifted and talented pupils to fulfil their potential.
2. Challenge the culture that focuses on the average and where pupils are diffident about excelling in relation to their peer group.
3. Improve attainment and motivation of the most able 5-10% of each year group.
4. Improve provision for gifted and talented pupils within the classroom and out of school.
5. Raise aspirations.

Definitions

Gifted pupils demonstrate attainment that is well above average academic ability in one or more subjects in the statutory curriculum other than art, music and physical education.

Talented pupils demonstrate high ability in art, music, PE or any sport or creative art.

Not all gifted and talented pupils show their ability in schoolwork. The challenge for the school is to identify such pupils and motivate them.

Identification and Monitoring Schemes

A variety of identification strategies are used in order to build a detailed profile of able pupils. This will enable pupils who are missed by one procedure to be identified by others and also identify the underachieving student who is able.

1. Assessment Data
2. Other Standardised Assessment Tests
3. Use of subject checklists
4. Nomination by staff
5. Nomination by peers
6. Nomination by parents
7. Identification through provision

Pupils' progress will be monitored each half-term using the STAT.

Organisational Responses

Pupils are normally taught in mixed ability classes and are provided with learning activities that provide them with appropriate challenges. In order to support this provision, subject policies:-

- refer to differentiation for the more able cohort and exceptionally able children.
- state whether pupils will be encouraged to respond in different ways, eg. orally, diagrammatically, graphically, using ICT etc.
- state whether pupils are encouraged to manage and organise their own learning, including the development of study skills.

Gifted and talented pupils may be taught in year groups other than their own chronological group.

Personal and Social Education

Pastoral support will be provided by the class teacher and the Headteacher

Parents

The school encourages partnership with parents through the home-school agreement.

Parents will be kept informed of pupils' progress through the school's normal reporting procedures and communication system. Where special arrangements are being considered, parents will be consulted.

The Role of the Special Needs Co-ordinator

- whole school identification and monitoring schemes
- co-ordination of extra-curricular opportunities
- in class support

The Role of the Headteacher

- overall responsibility for the education of all pupils

The Role of the Class Teachers

- the provision of learning activities
- tracing of individual pupils' progress as part of the normal process of teacher assessment

Use of Outside Agencies

Where appropriate the school will involve the use of educational psychologists, the school nurse and doctor and members of the LA.