

Newton Flotman Primary School

Gifted and Talented Policy



Policy agreed by: _____

Date: _____

Review Date: _____

Policy Statement

At Newton Flotman School we aim to provide a broad, balanced and relevant curriculum so that each child has the opportunity to make the greatest progress possible.

In our school we recognise that all children are individuals with their own strengths and weaknesses. Within this range there are children who are more able than others and some who have particular and specific talents. Just as we need a policy for provision for children with special educational needs, so we need a policy for provision for those at the upper end of the ability range in our school, who have their own special needs.

Definition

Each child is unique and to attempt a single definition is to generalise too widely: The term 'gifted and talented' in our school refers to the top 5-10 per cent of the ability range in any of the following areas:

- General intellectual ability
- Specific aptitude in one or more subjects
- Creative or performing arts
- Sporting ability

This group of children will be known as the TAG group.

Children performing at an even higher level will be termed 'exceptionally able', and will only account for a tiny minority of children capable of functioning at a level at least three years above their chronological age.

Identification

We identify these children so that we can provide effectively for them, and so that teachers can plan appropriate work. There is no single measurement with which to identify gifted and talented children due to their individuality. In this school we use a combination of the following sources of information:

- Teacher observation and assessment
- Checklists of characteristics
- Testing, such as SATs, reading tests
- Background knowledge from parents and past teachers
- Information from previous schools
- Out of school activities

Aims

Having identified our gifted and talented children we aim to provide:

- Entitlement to appropriate education for each child.
- The opportunity to work at higher cognitive levels, sometimes through extension and enrichment activities
 - To develop specific skills or talents according to resources
 - Support and care for the whole child, both socially and intellectually
 - Alert parents to potential gifts or talents

Monitoring

Once identified, the children are entered in our register of gifted and talented children, which notes their particular abilities. This register is accessible to all teachers as necessary. This information will be regularly reviewed.

Co-ordination

We have appointed a member of staff responsible for co-ordinating the work with gifted and talented children. Their role is to:

- Set up and maintain the register
- Liaise with class teachers to support provision for gifted and talented pupils
- Keep themselves up to date with development in this field, and share information with colleagues
- To liaise with a named school governor

Provision

Curriculum provision is not linked to any one teaching, learning or organisation strategy. A range of strategies are used. Opportunities are provided through a differentiated curriculum so that pupils are able to reveal, display and extend their abilities.

Where appropriate, 'more able' pupils will have the opportunity to:

- Work in ability groups
- Work with older children
- Work on an individual programme as necessary

Teachers provide enrichment and extension activities for these children as part of their planned differentiation.

Partnership with parents

As a school we do not feel it is necessary to inform parents when their child is placed on the register for gifted and talented pupils. However, liaison between parents and teachers is encouraged as it is an important aspect of successful educational provision for all children including the gifted and talented.

Particular strengths and weaknesses are discussed with parents as part of the normal school process.