

Newport CE Junior School Policy for the Education of More-Able, Gifted and Talented Children

1) Introduction

At Newport Junior School we believe that all children are entitled to an education that will enable them to develop their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social. We also believe that children should also be able to live and develop as well-adjusted, autonomous and valued members of society.

We value the individuality of every child and acknowledge the importance of helping every child to recognise the spectrum of their capabilities in order to fulfil their potential. Whereas we uphold a philosophy of inclusion, we are aware that to offer all children the same opportunity is not to offer them equality of opportunity. If we are not to hamper the development of children of above average ability, it is important that we have a means of identifying such children and of encouraging them to reach for the highest level of personal achievement. This policy outlines the school's practice and procedures relating to the support of gifted and talented pupils.

2) Definitions

More able pupils are those whose academic performance is well above age expectations in two core subjects

Gifted pupils are those who demonstrate significant attainment in a specific subject

Talented pupils are those who demonstrate significant performance in one or more of the following, although a pupil may be considered to have all three.

- the arts or design (grade 4 or higher in one or more musical instruments, recognised excellence, published or public performance in art, literature or drama)
- sports (local, regional, county or national representation)
- a high level skill in a particular field outside the curriculum

Exceptionally Gifted and Talented children who show outstanding all round performance

3) Identification

More able, gifted and/or talented pupils are usually identified by the class teacher, through observations, assessment against performance checklists and performance in standardised tests of ability. These are shared and discussed with the parents, the Headteacher and the more able, gifted and talented co-ordinator.

Identification Strategies used by Newport Junior School include:-

- Standards Assessment Tests
- Annual testing results
- Use of school checklists
- Teacher observation and assessment
- Monitoring ongoing class based assessment tasks
- Discussion with the LSAs or Educational Psychologist
- Discussion with parents/guardians and pupils
- Information provided by external agencies e.g. clubs etc.

Once a decision has been made and is agreed, the pupil's name will then be entered onto the database and parents/carers will be invited at the next Parent/Teacher Consultation meeting to discuss their child's specific strengths, the way in which the child's needs can be met and how they can be supported. The pupil's ability, gift or talent will be monitored regularly as part of the normal classroom assessment process.

4) Strategies to Support Identified Pupils

Opportunities for extension and enrichment are built into our planning and both are needed if children's abilities are to be monitored effectively.

Classroom Adaptation:

- Teachers have high expectations
- Tasks are designed to take account of levels of existing knowledge, skills and understanding
- Planned extension opportunities or open-ended tasks, offering alternative approaches, not more of the same
- Questioning used effectively
- Access to higher tier assessment papers
- Small group work and grouping by ability
- Opportunities for pupils to work on higher-order skills
- Adapted homework
- Teaching styles varied to support all types of learning
- Use of AFL to increase pupil participation in planning and evaluation
- Classroom assistant support
- Use of Individual Provision Maps for exceptional G&T pupils
- Include on the whole school intervention provision map

School based:-

- School clubs
- Enrichment or performance opportunities e.g. maths challenge
- Partnerships with Secondary Schools e.g. master classes and support for talented pupils

Out of School:-

- Involvement in national schemes, competitions or festivals e.g. County Swimming Championships

The Class Teacher will:-

- Take steps to identify more able, gifted, talented and exceptional G&T pupils within their class as soon as possible
- Keep the more able, gifted, talented and exceptional G&T progress evidence base for their class up to date in liaison with the co-ordinator
- Agree, plan and implement appropriate provision and support strategies through parent-teacher consultations
- Make appropriate provision in medium and short term planning, including working with well-trained support staff
- Review provision regularly
- Meet with the co-ordinator to discuss support strategies

The Coordinator will:-

- Liaise with class teachers through pupil progress meetings
- Organise collate assessment materials and results
- Work with teachers to support pupils and plan for provision.
- Help subject co-ordinators in challenge development and updating resources
- Maintain the list of more able, gifted, talented and exceptional G&T pupils on the school Inclusion Register
- Work with all parties to decide upon the strategies to be used in order to maximise learning and development
- Liaise with and arrange other agency referrals as appropriate
- Act as or appoint a mentor if appropriate
- Organise CPD and provide advice to fellow teachers and support staff
- Establish links with other schools/agencies
- Review provision on a regular basis
- Liaise with the Headteacher
- Review the effectiveness of the policy

6) Parents

We are committed to working with more able, gifted and talented pupils and encourage their parents to take an active part in their children's development.

We offer:-

- An open door policy to welcome parents
- Guidance and advice
- Encouragement and sharing of views
- Parent-teacher consultations throughout the year

7) Monitoring and Evaluation

Provision for more able, gifted and talented pupils will be a regular part of the school's monitoring of learning and teaching. The more able, gifted and talented pupil's coordinator will review the progress

of pupils identified and report to the school's senior leadership team. The co-ordinator will provide the governors with information on the progress of gifted and talented provision through the creation and regular review of School Improvement Plan. The co-ordinator will provide colleagues involved in the secondary transition process with information regarding more able, gifted, talented and exceptional G&T pupils so that the pupils can continue to receive appropriate provision.

