



Westfield School Policy for Gifted and Talented learners

The Purpose of the policy

At Westfield Primary School we believe that all children are happy, fulfilled and challenged in a rich learning environment which aims to cater for their individual needs and develops a love for learning.

We believe the key to success is through pupils, parents and staff working together with high yet realistic expectations for all, enabling to achieve their true potential.

In order to support our able, gifted and talented pupils we will;

- seek the participation of all students in learning which leads to the highest possible level of achievement and personal fulfilment.
- develop inclusive practice which will benefit all pupils and the staff working within school
- have high expectations that are supportive of academic success.
- ensure effective inclusive practice which will lead to school improvement.

Aims and Objectives

1. To identify high achievers in all areas of the curriculum.
2. To provide them with suitably differentiated work enabling them to extend their knowledge / talent as far as they are able.
3. To enable staff to seek support from appropriate agencies to meet the needs of their gifted and talented pupils.
4. To help the child appreciate and celebrate their own achievement.
5. To advise parents how best to develop their child's potential.
6. To provide inspiration for gifted and talented pupils and by their example to provide inspiration to other pupils thus raising standards at all levels.

Definitions

Updated S Hickey 2015

Gifted (Dfes definition)

This is 5 to 10% of the school population. These children achieve at the highest of levels in academic Subjects

Talented (Dfes definition)

This is 5 to 10% of the school population. These children achieve at the highest of levels in non academic Subjects - Art, DT, Music, Dance, Drama, Sport, Gymnastics

Identification

Identification of gifted and talented pupils will make use of hard data and also draw on a wider range of qualitative evidence. This may include:

Teacher observation and assessment

Check lists of characteristics

End of Key Stage statutory tests and QCA test scores

Pupil profiles

Background knowledge from parents

Curriculum opportunities

The names of pupils identified as gifted and talented are recorded on the gifted and talented register.

Pupils may be identified at any time. Class teachers and the gifted and talented co-ordinator will be fully involved in discussing individual pupils and their specific needs. Once identified pupils will remain on the register unless they cease to meet the criteria for nomination.

Provision for Gifted and Talented learners

Staff build opportunities for extension and enrichment into schemes of work. At Westfield Primary School we will:

Maintain an ethos where it is OK to be bright.

Encourage all pupils to be independent learners.

Recognise achievement.

Be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievement.

Provide a wide range of extra-curricular activities and clubs.

Always provide work at an appropriate level.

Provide opportunities for all pupils to work with like minded peers.

Type of Provision

Updated S Hickey 2015

Classroom differentiation

Teachers have high expectations.

Tasks are designed to take account of levels of existing knowledge, skills and understanding.

There are planned extension opportunities or open-ended tasks.

Small group work

Grouping by ability

Differentiated homework

School based provision

School clubs

Enrichment opportunities

Opportunities for performance

Specialist teaching

Partnerships with secondary schools

Out of school provision

National schemes/competitions/festivals

Organisation

The school appoints a gifted and talented coordinator. Their role is to:

- Exemplify good practice in meeting the learning needs of able, gifted and talented pupils
- Set up and maintain a register in the school of those pupils identified as being gifted or talented
- Liaise with class/subject teachers to support provision for those pupils
- Research suitable resources and generally support staff in providing for those pupils
- Attendance at relevant training
- Deliver or manage CPD for all school staff in this area of practice

Assessment, monitoring, evaluation and review

The co-ordinator will monitor and evaluate the quality of provision for gifted and talented learners as part of school self-assessment, in order to ensure high standards, progress and consistency.

The Role of Governors

Governors have been consulted in the draft process of this policy and will be kept fully informed of any issues or changes as they affect the school.

Designated governor for Drugs Education:

Updated S Hickey 2015

Dissemination and Implementation and Review

This policy has been formulated with reference to all relevant Dfee guidance and in consultation with the staff and governors, who have also ratified it. The policy is available to all 'stakeholders' upon request and will be reviewed on a two year cycle, or as is necessitated by changes in guidance.