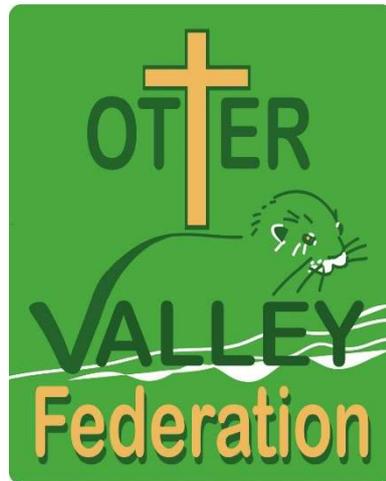


Believing and Achieving Together to be the Best We Can Be



***We aim to reflect God's love, " I have come that they
may have life, and have it to the full."
John 10:10***

GIFTED AND TALENTED PUPILS POLICY

Policy dated: Spring 2019

This Policy was adopted by:

The Governing Body of The Otter Valley Federation

Reviewed by the SEND & Inclusion Lead Governors in Spring 2018

Next biannual review: Spring 2020

1. Introduction

This policy outlines the schools' practice and procedures relating to the support of gifted and talented pupils. This policy is written with the aim of fulfilling of our vision for all children to achieve their very best and live life to the full.

The policy outlines the way that the schools:

- Identify what "gifted and talented" means
- Identify the procedures used to support these pupils
- Provide coherent support to staff so that they can meet the needs of these pupils
- Maintain a register

The National Association for Gifted Children (NAGC) has developed ten principles of good practice for schools. They are:

- Flexibility in meeting needs
- Valuing diversity, dealing with underachievement
- A partnership with pupils and parents
- The leadership of the Executive Headteacher and Senior Team
- Regular observation and review with early and prompt intervention
- High teacher expectations
- Positive attitudes by teachers who are prepared to "Go the extra mile"
- Close primary/secondary liaison
- Good use of external resources
- The absence of labels, working to the child's strengths.

2. Strategy for implementation

Identification

The schools recognise, in line with DfE guidelines, that "gifted and talented pupils are those pupils who achieve, or have the ability to achieve, at a level significantly in advance of the average for their year group". It is also recognised that pupils with a particular gift or talent may also have special educational needs which require further adaptations to be made to their provision (please refer to the SEND Policy).

The schools normally expects to identify 10-15% within each year group as gifted or talented although this will vary from cohort to cohort.

We have identified the following areas as being the main areas of ability. Following DfE guidance, category A includes gifted students and B to E students who are talented.

- a. intellectual (English, mathematics, science)
- b. artistic and creative (art and design, music, drama)
- c. practical (design and technology, mechanical ingenuity)
- d. physical (PE, sports, dance)
- e. social (personal and interpersonal, leadership qualities, working with adults)
- f. a pupil who could be recognised as gifted or talented but who is presently not reaching his or her full potential.

(These categories are based on the Howard Gardner seven intelligences)

Identification strategies

Staff, pupils, parents and carers will all be involved with the identification. The strategies used will include:

1. identification by staff using professional judgements, class-work and test results.
2. information from parents or carers
3. identification by a previous teacher, previous school, external agency or organisation.
4. discussion with pupils.

1. The School Register

Pupils who have been identified by a teacher as being gifted and talented are entered onto the school register and parents/ carers are informed. The area of ability is recorded using one of the categories A-E. The parent or carer is consulted before the pupil's name is put on the register. The register is reviewed at the beginning of each term and the class teacher meets with the child and parents to discuss progress towards their individual targets. If a pupil is not reaching their full potential, or has achieved the set targets, new arrangements and where necessary new targets will be set.

2. Teaching and Learning

We recognise that it is important for gifted and talented pupils to work at an appropriate pace and in a variety of settings. Some of our able pupils grasp concepts quickly and are ready to move to the next or more demanding work; at times they may also require more time than others to complete work to their own satisfaction. Not all of our able pupils will be good at all subjects and this may mean that some gifted and talented pupils will work in different ability groups for different subjects.

As appropriate the teachers provide differentiated activities and a range of support and resources for gifted and talented pupils. This may include extension activities that are more demanding of their abilities or enrichment activities that provide new and different ways of working and provide a breadth of study.

3. Curriculum and Organisation.

The Curriculum

The school curriculum is planned to encourage the maximum progress for all pupils including gifted and talented pupils. Curriculum policies refer to the needs of pupils of different abilities and describe the different expectations of pupils. Due regard is given to the equal opportunities policy to ensure that gifted and talented pupils are provided with a full and balanced school and curriculum experience. Our school websites provide parents with a curriculum overview and an explanation of the schools' mastery approach to learning in greater depth, in different subjects.

Organisation

We believe in the education of the whole child focusing on both their academic and social development (intellectual and emotional intelligence). Where possible, all gifted and talented pupils are taught in groups, which are appropriate for the age and ability in the normal class for their chronological age. In those cases where a pupil has abilities that are well beyond those of their peer group then consideration will be given to moving the pupil to a different year group for part or all the school day. This will be done after careful discussion with the teachers concerned, the parents (or carers) and the pupil.

Where such acceleration takes place, due consideration is given to the child's social development. Any pupil working in a different class setting will be carefully monitored and a review will take place at least

once each term. The termly review will be undertaken by the class teacher and co-ordinator or Head of School. The parents will be involved in this process and it may also include the involvement of teachers from other feeder or secondary schools.

Continuity and Progression

Gifted and talented pupils often make very rapid progress in some subject or many subjects. We aim to make sure that the pupils make maximum progress through careful differentiated planning and diligent record keeping. Records and lesson planning are shared between teachers, across year groups and follow the pupil to the next class. Where classes have a mix of pupils with different ages, able pupils are placed in the most appropriate group for their ability rather than age.

Inclusion

Classroom support is provided to ensure that all children have appropriate opportunities to develop their own ideas and work whatever their ability, beliefs or background. Gifted and talented pupils have equal access to all aspects of the curriculum and school life and will be encouraged to take a full part. The school recognises that some gifted pupils may be keen to specialise early in some activities, such as in academic work, to the detriment of other experiences or subjects of the curriculum such as group performance, sporting activities or even going out at playtime to get exercise and fresh air. We will encourage pupils to fulfil their full potential in those subjects in which they are gifted or talented without reducing the breadth of their curriculum and personal experience.

4. Extension or extra-curricular opportunities

We aim to create a culture in which all children are encouraged to reach high standards and in which it is acceptable to work hard and be successful. To support this, the school regularly invites pupils to attend local Gifted and Talented Enrichment Courses (funded by the school where possible). All pupils, including the gifted and talented, are encouraged to use local centres of interest such as museums, galleries, Saturday morning workshops and clubs, sports groups, scouts and guides and we have strong links with the local secondary school who offer opportunities, often linked to sports.

Homework

Homework is matched to the ability of the child and is set according to the school homework policy. It is designed to provide pupils with choice and open-ended, creative learning opportunities, so that children can follow pursue their own interests and present their learning in ways which utilise their strengths.

The role of parents and carers

Parents' and carers' involvement is encouraged in their child's learning and the School aims to work in full partnership. The pupils are encouraged to share their work and ideas with their parents during open evenings, visits to the school and at home.

Parents are invited to support their child with homework and they are encouraged to provide space for them to work and, if possible, additional resources such as reference material and internet access.

Personal and Social Education

Class work and work outside the classroom includes a number of opportunities for pupils to work in small and large groups, which will help develop their personal and social skills. We recognise that the way that pupils work in teams; support each other when discussing ideas or collect resources and materials, all support their social, personal and emotional development. Some gifted and talented pupils find working in teams easy, others show excellent social and leadership skills but other find "team work" more difficult. The school aims to develop all the abilities of pupils, including their social and personal skills, especially if these are not strengths.

We aim to create a climate in which children are taught to relate well to each other and where differences of all kinds, including ability, are accepted.

Resilience, responsibility, reciprocity and reflection are all key skills which can impact on a child's learning outcomes and therefore staff and pupils are expected to attune to their level of aptitude in these areas and address areas of weakness as soon as they are identified e.g a gifted and talented pupils may need strategies to cope with the feeling of failure / not getting a question right first time or being challenged to demonstrate their reasoning skills in a range of ways.

5. Staff development and training opportunities

The school undertakes a regular audit of teaching and uses the NACE audit tool to help staff identify ways of improving practice even further. The information gained is used to identify training needs. These identified needs are used to plan training sessions and inputs by specialists. The school make full use of local staff training and whenever possible staff attends national and local courses and conferences. We work closely with schools in our Local Learning Community and in the East Devon Church Schools Group to moderate the work of gifted pupils and identify opportunities to further enrich their learning.

6. Leadership and management roles.

The co-ordinator for gifted and talented pupils is responsible for monitoring the school's provision for pupils. The Head of School is responsible overall for the implementation of the Gifted and Talented policy. The Lead Governor for Inclusion and the Lead Governor for Curriculum takes specific interest in the school's arrangements for gifted and talented pupils and works with the co-ordinator on review and development and will monitor the implementation and effectiveness of the Gifted and Talented Policy.

7. How attainment and progress will be monitored, evaluated and assessed.

All work is planned so that there are three levels of expectation, one for the majority of the class, one for more able and one for less able pupils.

Core subjects are assessed using a range of standardised tests each term. The attainment and progress of gifted and talented pupils, along with all pupils, is discussed at termly pupil progress meetings held by the Head of School and class teacher.

The progress and attainment of high attaining pupils including with those on the gifted and talented register are tracked separately in each year group to ensure that any issues relating to underachievement are identified quickly and strategies put in place to ensure the pupil gets back on track.

The writing of gifted pupils is moderated each year by other local schools.

There is an expectation that all medium term planning, in all subjects, must identify outcomes for children who are expected to achieve beyond the expectations for their year group.

Teachers and the Head of School know every pupil well and actively monitor pupils' attitudes to learning, so a rise in a child's level of anxiety or signs of de-motivation can be quickly addressed.

Issues raised during the monitoring process will be reported to the Governing Board and addressed through the school development plan.

For gifted and talented pupils who have on-going issues with their attitude to learning or who require highly differentiated support to meet their needs, which goes beyond that which the class teacher can facilitate, the class teacher can liaise with the child and parents to write a Gifted and Talented Profile. This is a form of education care plan which sets out agreed targets for the pupil to work towards over a term. Pupil, parents and teacher meet each term to discuss progress and to decide whether it would benefit the pupil for the plan to continue.

8. Secondary Transfer

The school will liaise with local secondary schools to provide information on Gifted & Talented pupils.

9. Support

- The schools are able to access support through NAGC & NACE
- Secondary Schools
- Local Learning Community
- East Devon Church Schools Group
- Some children are themselves members of the above groups and attend activities associated with them.
- Exeter University, University of Plymouth and Klive Court provide a programme of enrichment courses. This information is disseminated to parents on a termly basis.