

## **A Policy for Gifted and Talented**

Holy family Catholic School promotes the highest standards to which all pupils can aspire. We foster a creative learning community in which knowledge is valued and talents are recognised, respected and celebrated. Achievements of any nature are a source of pride for pupils, parents and the wider community.

### **Aims**

We aim to provide equal opportunities for every pupil to realise his or her own potential both academically and socially through the development of the appropriate concepts, skills and attitudes.

We aim to establish a school ethos in which all marked abilities can flourish.

### **Definitions**

Excellence in Cities requires the gifted and talented pupil cohort to comprise of 5-10% of pupils within the school. In Holy Family Catholic Primary School this is made up of pupils who achieve, or who have the ability to achieve, at a level significantly in advance of the average for their year group in our school.

Within this cohort there will be pupils who are:

- Gifted or have academic ability - ability in one or more subjects in the statutory curriculum other than art, music or PE
- Talented - ability in art, music, PE or in any sport or creative art.
- All-rounders
- More able pupils - pupils who are included in the 5-10%

### **Identification**

All teachers should be aware that no significant identification strategy is perfect and also that different talents emerge at different subjects and in different circumstances so it is essential to never regard a child's potential as fixed.

A wide range of identification strategies can be used including:

- Tests of knowledge (National Tests, Baseline assessment, QCA, EYS Profile)
- Tests of potential (NFER Reasoning)
- Teacher observation and assessment
- Information from previous schools
- Parent Nomination
- Self or Peer nomination
- Checklists of characteristics (see appendix i)

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## Provision

We believe that provision for the more able child should not be made at the expense of other pupils. Gifted and talented children can have different educational needs and have as much right to appropriate provision as any other child. In our school, children should have the opportunity to:

- Have a secure environment in which they feel happy to display ability and take risks
- Have a teacher who expects excellence and not just competence
- Experience challenge, sometimes to the point of finding work difficult
- Relax and have fun
- Engage in exciting intellectual discussion and debate
- Have access to learning opportunities that recognise a range of learning styles
- Be given praise and set appropriate targets
- Know that they can ask searching questions and be given a considered response
- Know that 'having a go' is more important than getting it right
- Be recognised as an individual with their own strengths and weaknesses

## Organisational Approaches

To meet the needs of individual gifted and talented pupils, a range of strategies could be adopted that may include:

- Setting
- Withdrawal groups
- Target setting
- Acceleration
- Differentiation strategies
- Enrichment opportunities
- School clubs
- Clustering with neighbouring schools to provide the above
- Pastoral Support - Learning Mentor

The approach taken will vary from child to child and will always be one which we consider to best suit the needs of the individual at that time. The government's view is that acceleration (pace), extension (depth) and enrichment (breadth) all have their part to play in gifted and talented provision, but that learners are likely to access them in different combinations, according to their abilities and needs. It is important that the approach to acceleration, extension and enrichment is coherent for each individual, and that other dimensions of

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provision (such as curricular flexibility) are taken into account so that the overall teaching and learning package makes sense.

## The Role of the Named Person

The named person for this school is Sue McConnell, and she is the focal point for pupils, staff and parents and is responsible for:

- Consulting with senior management, staff and governors
- Ensuring liaison with parents
- Undertaking regular reviews of the policy
- Supporting colleagues with planning an appropriate curriculum for the more able pupils
- Monitoring provision
- Ensuring staff are made aware of relevant training
- Identifying and supervising mentors for pupils
- Developing a system of assessment, recording and monitoring progress of pupils
- Purchasing useful resources
- Keeping up to date with information about teaching gifted and talented pupils and disseminating such information to colleagues
- Developing links with organisations and agencies who support gifted and talented pupils.

## Role of Parents

The partnership between schools and parents is central to the all round development of our most able pupils.

It is our school's responsibility to:

- Give the parents clear information about their child's abilities in school by highlighting that the child has "natural strength" in a particular area, without using the label "Gifted & Talented".
- Draw parents into the identification process
- Inform parents of any action taken to meet their child's specific needs
- Listen carefully and take appropriate action where parents do not think their child's needs are being met.

Parents should recognise that they can support their able child by:

- Telling the school about their child's talents and abilities beyond the classroom
- Providing a suitable environment in which their child can study and encouraging good study habits

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- Seeking advice from the school, LA or voluntary organisations when their child is experiencing difficulties
- Encouraging their child to take part in worthwhile and varied out of school activities and experiences
- Being aware that their child will need a variety of skills and experiences in order to fulfil his/her potential.

## Role of the Governors

It is the role of the governing body to:

- Ensure that this policy can be made to work
- Enable quality of opportunity for gifted and talented pupils
- Enable the sharing of expertise and the good practice in the teaching and management of gifted and talented pupils
- Ensure fair distribution of resources
- Ensure that all relevant policies and documents refer to gifted and talented pupils

Our link governor for gifted and talented pupils is Jessica Crisp.

## Appendices

- i) An initial guide for the identification of gifted and talented pupils.
- ii) A checklist for recognising the underachieving more able child.

## Review of Policy

The effectiveness of this policy will be reviewed by the Gifted & Talented Co-ordinator on an annual basis. If changes are made, the policy will be presented to Governors for ratification. Governors will review the policy every 3 years, unless amendments are made.

| This policy will be reviewed in line with Governors agreed timescales.

Signed:

Designation:

Date: