



The John Hampden School Wendover

POLICY for GIFTED & TALENTED PUPILS

Statement

Our school works to recognise and realise the potential of every child in our community. Provision for 'gifted and talented' children fits squarely within this mission. Meeting the needs of more able children is a part of ensuring the entitlement of all children to an appropriate education.

Definitions

Health Warning: There is no universally accepted definition of what constitutes a Gifted or Talented pupil, partly because being gifted or talented is not an on-off or fixed state of existence

The current DfE definition:

- Distinguishes between gifted (academic) and talented (practical arts, skills and sports)
- Distinguishes between ability and achievement
- Is contextual – that is to say, ability relative to the rest of the school's population, and is representative of the school's population
- Assumes a norm of around 10%
- Allows for flexible development and doesn't assume ability is unchanging

Aims

- ♦ to foster an achievement culture throughout the school which celebrates both effort and achievement in a wide range of areas
- ♦ to identify children achieving at a level beyond their peers, and to make appropriate provision which stretches them in areas of strength and develops them in areas of relative weakness
- ♦ to identify children with the potential to perform at a level beyond their peers, and to make appropriate provision which stretches them in areas of strength and develops them in areas of relative weakness
- ♦ to provide an appropriately challenging curriculum for more able and potentially more able children, through extension within the curriculum, and through enrichment/study support beyond it
- ♦ to support and make more effective the transition of more able children to junior school

Identification

Identification will be an on-going process aided by assessment (both formative and summative), and by provision.

In consultation with the Lead Teacher for Gifted and Talented, class teachers will identify a core cohort comprising the most able 10% of their classes using a balance of qualitative and quantitative measures.

The identification process will be alert to the difference between ability and achievement, taking care to include underachieving able children in the cohorts. It will also be alert to the necessity of including children at the earlier stages of English language fluency.

Monitoring will take place regularly to ensure that children access the most appropriate provision.

The quantitative and qualitative identification measures will include a combination of the following:

- ◆ prior attainment records
- ◆ EYFS Teacher assessments
- ◆ SATS scores
- ◆ teacher assessments
- ◆ class cohort sheets
- ◆ in-house tests
- ◆ teacher nomination in core and foundation subjects
- ◆ discussion with parents
- ◆ parent nomination
- ◆ subject specific checklists
- ◆ on-going assessment using open/differentiated tasks (identification through provision)
- ◆ collation of evidence (i.e. individual pupil's work)

Needs Analysis

The Lead Teacher for Gifted Talented will work with the class teachers of the children identified to analyse for each child areas of strength, and areas needing development. On the basis of this needs analysis, targets will be set, and appropriate provision planned.

Provision – Distinct Teaching and Learning Programme

A. Strategies within the classroom

- ◆ varied and flexible grouping within a year group
- ◆ vertical grouping across year groups when appropriate
- ◆ withdrawal of very able children for higher level work, individually or within small groups
- ◆ upward differentiation/extension in schemes of work
- ◆ teaching thinking skills in a subject context e.g. problem solving, decision making
- ◆ asking higher order questions which encourage investigation and enquiry
- ◆ setting clear and challenging targets
- ◆ enabling children to evaluate their own work

B. Study Support

We provide a variety of enrichment opportunities which include:

- ◆ extra-curricular activities and clubs
- ◆ opportunities for artistic, musical, dramatic and sporting development
- ◆ enrichment opportunities within and beyond the core subjects
- ◆ visits, experts, master-classes
- ◆ competitions
- ◆ appropriate pastoral care and counselling, including learning mentors

Responsibilities

The Head teacher and SMT will be responsible for:

- ◆ overall policy setting
- ◆ the depth and breadth of the curriculum
- ◆ whole-school assessment and monitoring systems

- ◆ leading/facilitating staff in their provision for the more able

The Lead Teacher for Gifted and Talented will be responsible for:

- ◆ monitoring the implementation of the agreed policy
- ◆ compiling and maintaining an up-to-date register of more able children
- ◆ coordinating provision for children on the register
- ◆ developing expertise in this area through appropriate INSET
- ◆ sharing expertise with other staff and directing them to appropriate INSET
- ◆ supporting and monitoring curriculum planning which ensures differentiated provision
- ◆ ensuring the transfer of relevant information on the cohort to junior schools
- ◆ purchasing and organising resources to facilitate the teaching of more able children

The Subject Coordinator will be responsible for:

- ◆ advising others of suitable strategies for extending the most able in their subject
- ◆ purchasing and disseminating appropriate resources
- ◆ assisting colleagues with differentiated planning
- ◆ collecting examples of exceptional work
- ◆ monitoring provision for the more able in their subject

The Class Teacher will be responsible for:

- ◆ identifying the more able in their class
- ◆ setting appropriate targets for the more able in their class
- ◆ ensuring appropriate provision through differentiated planning
- ◆ using appropriate resources to challenge the more able
- ◆ reporting to parents and others on the progress of the more able
- ◆ monitoring the performance of the more able

Monitoring and Evaluation

This policy and its effectiveness will be reviewed by the Head teacher/ Lead Teacher for Gifted and Talented against the aims set out above and against whole school targets.

The class teacher will be responsible for reporting on the progress of the more able children within her class against the targets set for individuals.

Sue Barnes

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