

New Hope Christian School (NHCS) gifted and talented Policy Statement

Aims

The purpose of this policy is to build on good practice.

The aims of this policy are:

- To contribute to the ethos of excellence in the school.
- To guide and advise teachers who have children with particular talents or gifts.
- To raise awareness of those pupils' needs whilst recognising that all pupils may have talents in one area or another.
- To address the issue of underachievement and the needs of those children who are not fulfilling their potential.

The policy provides a framework for the identification and assistance for gifted and talented pupils. It encourages teachers to provide opportunities for children to fulfil their potential, by providing challenging classroom environments in which children are enabled to become independent learners, critically aware of their progress and potential, through reflection on and review of individual learning targets.

A definition of a gifted and talented pupil

Gifted is usually taken to mean a broad range of achievement at a very high level, often accompanied by very well developed learning skills.

Talented is usually taken to refer to one or more specific talents, such as sport or music and not necessarily across all areas of a pupil's learning. (Ofsted, 2000).

Gifted and talented children and young people may be thought of as comprising 5-10% of pupils within each year group who achieve, or have the potential to achieve significantly in advance of the average for their year group in their school.

This may include pupils with academic abilities (defined abilities in one or more subjects in the statutory school curriculum other than art, music and PE), pupils with talent (defined as those with abilities in art, music, PE, in any sport or creative/performing art, design, technology, ICT or visual, spatial, mechanical, social, leadership skills) and all-rounders.

NB: The percentage quoted is relative to the cohort of the school.

Identification

A variety of identification strategies will be employed including

- diagnostic assessment
- End of unit assessments
- teacher evaluation assessment
- Academic results
- Views of other teachers
- Views of other parents
- Views of outside agencies
- Evaluation of teacher planning

Identification strategies which are part of a day-to day classroom provision and are able to inform planning and teaching are the most valid; identification needs to lead to a classroom response which will further the achievements of the learner.

The Learning Environment

The learning environment can have a profound effect on the achievement of all learners. In line with our *Teaching and Learning Policy* this environment should include:

- Encouragement of individual children
- The setting of individual targets for all children based upon their previous achievements.
- Exploring children's interests
- The expectations conveyed to the pupils
- Discovering how children learn best
- Open-ended tasks.
- Extension activities (more of the same)
- Enrichment activities
- Investigations, including the children devising their own.
- Children making choices and giving reasons for their choices.
- Concept mapping to reveal the child's understanding appropriate teacher language (higher order questioning, see later paragraph)
- Setting time limits
- Differentiated planning for all lessons
- Children learning self-correcting strategies
- Children posing questions to each other
- Independence strategies
- Out of class activities
- Questioning is an aspect as a school we feel needs a more detailed explanation.

Questioning

The skilful use of questioning can support effective intervention. Open-ended questions, especially questions which prompt higher order thinking skills such as inference, prediction, hypothesis, analysis, synthesis, criticism and evaluation will help to ensure that the learning is challenging.

Roles and Responsibilities

The Head Teacher is responsible for the provision of professional advice to All School Teachers, school Management Team (SMT) to ensure that the policy for gifted and talented pupils is adopted. The Head Teacher has the responsibility for the day to day management of all aspects of the school's work, including provision for the gifted and talented pupils and the tracking of pupil achievement.

The Head Teacher will oversee the implementation of the policy, together with the evaluation of the quality of teaching and standards achieved by the gifted and talented pupils and any subsequent school improvement strategies and professional development required.

Class teachers will

- aid identification of individual pupils' needs
- provide guidance to support staff
- maintain a register of identified pupils

With other staff reviewing pupils' achievements and making recommendations to Deputy Head and Head Teacher.

- Provide a curriculum and learning environment that allows all pupils to experience challenge
- Identify pupils who are gifted or talented and inform the co-ordinator
- Involve pupils in self assessment procedures when reviewing individual learning targets
- Build the self esteem of all children

Parental involvement:

The process of identification will be dealt with by school staff who will work closely with the child's parents. There will be a close working relationship with parents who will also be encouraged to support their child at home. Parents will be provided with the necessary information in order to be able to give their

child effective support.

Monitoring and Evaluation

It is the responsibility of the Gifted and Talented co-ordinator, working with the Teacher to monitor the progress and attainment of pupils.

The policy will be reviewed annually.