

BROOMWOOD PRIMARY SCHOOL POLICY FOR GIFTED AND TALENTED CHILDREN

1. Rationale

Broomwood School seeks to enable every child to maximize his/her potential in all areas i.e. intellectual, social/emotional, aesthetic/creative, spiritual/moral and physical. All children should be presented with the opportunity to experience success, regardless of race, ethnicity, gender, ability and disability.

Research evidence indicates that about 20% of children can be expected to be more able, either generally or in a specific curriculum area, and that 2% of these may have exceptional gifts and talents, again of a general or specific nature. The incidence of these abilities will vary from school to school and year group to year group, but these figures can be taken as a general guideline.

It is necessary therefore that we identify the level of children's abilities and offer appropriate challenges to those who are more able or gifted.

2. Aims

- To identify and keep a record of children who are gifted and talented and to determine the areas in which they have particular skills or talents.
- To identify and keep a record of children who are gifted and talented compared to other children nationally.
- To identify those teaching methods and resources, and the factors of classroom/school organisation that can influence the ability of these children to develop and extend their abilities.
- To ensure that gifted and talented children in all classes have equal access to such extension and enrichment activities/opportunities that are identified as being appropriate.
- To review and evaluate the progress of identified children at termly intervals through the school's normal assessment procedures and to plan appropriate provision for them.
- To regularly monitor and evaluate the strategies used to provide for gifted and talented children, both in individual classrooms and in the school in general. This monitoring should aim to ensure that provision is in line with this policy, is consistent, yet progressive, throughout the school and continues to be effective.
- To keep up to date with research on the identification of, and the provision for, gifted and talented children, and to review the school's policy and practice in light of any findings.

3. Identification and monitoring of more gifted and talented children

Class teachers should use the Broomwood Primary School checklist “Identifying gifted and talented children” to help in the initial identification of gifted and talented children. Information from parents should also be taken into account. Samples of work may provide evidence to support the identification.

In conjunction with the Gifted and Talented Co-ordinator class teachers should enter additional children on the year group Gifted and Talented Register. The entry should be referenced to the appropriate identification criteria from the checklist to indicate each child’s particular area(s) of ability. The register should be updated as necessary at termly intervals. The provision made for gifted and talented children should be identifiable on the weekly planning sheets either by identification of the more able group or by highlighting particular enrichment or extension activities planned. A Gifted and Talented Education Plan may be needed in some cases to reflect how these children are being catered for and any appropriate challenges that have been set.

The Gifted and Talented Co-ordinator should monitor individual education plans and assessment records to ensure consistency of approach and provision and to access progression of more able children throughout the school.

The Co-ordinator should advise class teachers of useful resources/strategies drawn from outside sources or from evidence of effective practice within school

4. Provision for more gifted and talented children

The educational provision for these children is the responsibility of the class teacher. Provision can be made in the following ways:

- Ability grouping where appropriate
- Differentiated curriculum
- Differentiated homework
- Use of enrichment and extension activities to encourage greater independence of learning and to give greater depth and breadth to the curriculum area.
- Accelerated curriculum where appropriate

If necessary the Gifted and Talented Co-ordinator should advise on which types of provision are appropriate and resources that could be used.

A bank of useful enrichment and extension activities relevant to particular curriculum areas should be organised and updated by individual subject managers.

The Co-ordinator should maintain a file of publications, articles etc of issues of general relevance to the needs of the more able or gifted children and should circulate items of interest to class teachers.

The use of after school clubs and links with secondary schools to supplement the provision for the more able and gifted children in the school should be encouraged and their success monitored by the Gifted and Talented Co-ordinator.

5. Disability

The School welcomes and values disabled people to be an active part of school life.

Broomwood Primary School is keen to make sure that we do not make it difficult for disabled children, young people and adults to be involved in every part of school life. We have a legal duty not to discriminate against disabled people and to monitor how many of our pupils staff, parents/carers and governors are disabled under the Disability Discrimination Act 2005.

Broomwood Primary School recognises that disabled people are very diverse and include people with a physical impairment, visual impairment, hearing impairment, learning difficulty, specific learning difficulty (e.g. dyslexia), mental health issues, people who are deaf, British sign language users and people with long term health conditions.

6. Review

This policy should be renewed annually and updated in necessary, to take account of:

- Any changes to the requirements places on schools to provide for more gifted and talented children
- Current guidance from external agencies on this subject
- The results of the Co-ordinators monitoring of the effectiveness of the policy

Written September 2003

Reviewed Autumn 2004

Reviewed January 2006

Reviewed September 2007

Reviewed January 2009

Signed _____ for Governing Body

BROOMWOOD PRIMARY SCHOOL

Mission Statement

We aim for all to achieve their full potential in a caring environment

Gifted and Talented Children

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