COGNITA
TEACHING EXCELLENCE

Oakfields
Montessori School

Gifted and Talented Pupils Policy

September 2015

Gifted and Talented Children Policy

1 Introduction

1.1 In our school we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified as 'gifted' and 'talented' according to national guidelines.

1.2 In these guidelines the term 'gifted' refers to a child who has a broad range of achievement at a very high level. Those children who are gifted often have very well-developed learning skills. The term 'talented' refers to a child who excels in one or more specific fields, such as sport or music, but who does not perform at a high level across all areas of learning. In our school, however, we use the terms 'very able' and 'more able' for children who, at a national level, are referred to as 'gifted' and 'talented'.

1.3 We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

1.4 The mission statement of our school talks of valuing the individuality of all our children. The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our more able and very able children.

2 Aims and objectives

2.1 Through this policy we aim to:

- ensure that we recognise and support the needs of our children;
- enable children to develop to their full potential;
- offer children opportunities to generate their own learning;
- ensure that we challenge and extend the children through the work that we set them;
- encourage children to think and work independently.

3 Identification of more able and very able children

3.1 We use a range of strategies to identify more able and very able children. The identification process is ongoing and begins when the child joins our school. Each child's pre-school record gives details of their achievements and interests

in particular areas. Discussions with parents and carers enable us to add further details to these records.

3.2 The Foundation stage profile is completed on every child at the end of the Reception year. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's assessment information with the parent, and use this information when planning for individual needs.

3.3 As the children progress through the school, we test them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets. We identify them as more able and very able children when they achieve high levels of attainment across the curriculum, or in particular skills or aspects of subjects.

3.4 The children undertake N.F.E.R tests from Years 1 to 6. Teachers also make regular assessments of each child's progress in all subjects of the National Curriculum. We compare the information from these tests with a range of national data, in order to ensure that each child is making appropriate progress.

3.5 Each teacher regularly reviews the children's progress. Teachers discuss the children's progress with parents at the consultation evenings, and report annually on each child's progress in July.

3.6 Pupils' progress is discussed at specific Staff Meetings and pupils are then identified as requiring extra support or more challenging tasks.

4 Aptitudes in English and mathematics

4.1 More able and very able children in English are identified when they:

- demonstrate high levels of fluency and originality in their conversation;
- use research skills effectively to synthesise information;
- enjoy reading and respond to a range of texts at an advanced level;
- use a wide vocabulary and enjoy working with words;
- see issues from a range of perspectives;
- possess a creative and productive mind and use advanced skills when engaged in discussion.

4.2 More able and very able children in mathematics are identified when they:

- explore a range of strategies for solving a problem;
- are naturally curious when working with numbers and investigating problems;
- see solutions quickly without needing to try a range of options;
- look beyond the question in order to hypothesise and explain;
- work flexibly and establish their own strategies;
- enjoy manipulating numbers in a variety of ways.
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5 Teaching and learning style

5.1 Teachers in our school plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- a common activity that allows the children to respond at their own level;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for children to progress through their work at their own rate of learning.

5.2 Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the more able and very able learner.

5.3 In Years 2, 3, 4, 5 and Year 6 we set targets for mathematics. We teach the children in years 4, 5, and 6 in ability groups for Maths. Some of the groups contain children from different age group. Teachers regularly review the progress of children, and children move between the groups as appropriate. This enables teachers to plan work that reflects the narrow band of ability in each group.

5.4 In year 4 we identify the children who may benefit from extra tuition in preparation for entrance examinations for selective senior schools or grammar schools (Essex or Kent). These children are given the opportunity to have out of school tuition in verbal reasoning, English and Mathematics before school. The main focus of which is helping them learn techniques and gain practice of timed activities under exam conditions.

5.5 We offer a range of extra-curricular activities for our children. These activities offer more able and very able children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and after school art, I.C.T, languages, drama clubs.

5.6 Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children.

5.7 The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

6 Management strategies

6.1 The Head teacher co-ordinates the provision and practice within the school for more able and very able children. This role includes:

- regularly reviewing the teaching arrangements for more able and very able children;
- monitoring the progress of more able and very able children through discussions with teachers;
- supporting staff in the identification of more able and very able children;
- providing advice and support to staff on teaching and learning strategies for more able and very able children;
- liaising with parents, issues related to more able and very able children.

POLICY: GIFTED & TALENTED PUPILS

SIGNED_____

MRS LAURA CIFTCI

DATE:_____