



BERKHAMPSTEAD SCHOOL

Gifted and Talented School Policy

Introduction

This policy is a statement of the entitlement of gifted and talented children at this school.

The policy reflects the commitment of the school to support the able and gifted child. The Governors will be aware of these needs and that there should be provision within the budget for resources.

Aims

- To support the abilities, personal qualities and talents of all children.
- To ensure that all children receive an education appropriate to their abilities.
- To provide teaching which makes learning challenging and enjoyable.
- To employ a wide variety of methods of recognition of potential.
- To recognise under-achievement and seek to remove it.
- To stimulate children through extra curricular activities and through curriculum enrichment.
- To train staff and to provide for these aims to be achieved.
- To compile a Gifted and Talented Register.
- To provide an agreed, shared definition of the terms 'gifted' and 'talented'.

Definition

Children are defined as 'gifted' if they are very able in one or more subjects but not art, design, music, performing arts or PE. 'Talented' children demonstrate advanced skills in art, design, music, performing arts or PE. Students who are Gifted and Talented are those who display a range of high level skills in both academic and creative subjects.

The term 'gifted and talented' is not to be understood as referring to the most able children in the national population. The term should be seen as relative and refers to the top 5% to 10% of any school, regardless of the ability profile of pupils at the school.

Within our school we recognise that gifted and talented pupils can be:

- good all rounders
- high achievers in one area
- of high ability but have poor writing skills.

We also recognise that those pupils who are gifted and talented do not always show their ability. Such pupils are gifted and talented even though their abilities may be hidden or remain as potential.

Recognition

Children are continually assessed by means of national standardised tests and other assessments throughout the school. In addition the following methods will be used:

1. teacher observation and assessment – including test scores and reading ages.
2. background knowledge
3. the expertise of the Gifted and Talented Co-ordinator in supporting the judgement of the teacher
4. parent recommendation

No one single method can be entirely accurate.

The school will seek to provide an enriched curriculum for all children. Through this it will be possible to identify the most able. The school will then seek to provide further guidance.

PROVISION (GENERAL) – IDENTIFICATION –PROVISION (SPECIFIC)

Organisation

Acceleration is not usually recommended because there may be social difficulties through differences in social maturity. It should be possible to address the needs of these children within the appropriate year group. However there may be times when it will be appropriate for children to work with older children. Mentoring is valid and to be welcomed. Mentoring will normally be the responsibility of the form teacher.

Class work

Enrichment/extension work is provided by all teachers in all classes as part of normal differentiated provision. Working with others of like ability is important. This can be made possible by group work, or by the use of setting. Differentiation should provide activities requiring higher order thinking skills. Gifted children need to be challenged. The role of the teacher is vital in challenging the thinking of the gifted child.

Role of the Co-ordinator

The Gifted and Talented Co-ordinator should:

- attend programmes of continuing professional development in order to maintain the up-to-date knowledge and understanding of work in their field
- lead the identification of gifted and talented children
- formulate, evaluate and revise the school's policy for gifted and talented children
- organise in-service training, and make arrangements to induct new staff in the policies and arrangements for these children
- build, maintain and organise any resources necessary for teaching able children

- organise projects and activities to stimulate and challenge children, including extra-curricular activities

Extra- Curricular Activities

These are highly valued for the gifted and talented child and include:

1. Club activities – curriculum subjects, plus chess, photography, gardening etc. To include all children, but where gifted and talented children are able to be channelled.
2. Day and residential visits.
3. Use of activities time.
4. The use of specialists, visiting artists and authors etc.
5. A broad, creative curriculum, giving children a chance to thrive.
6. Awards assemblies where outside excellence is applauded and recognised.

Co-ordinating and Monitoring

The following people can support this through regular review:

1. Head teacher
2. Gifted and Talented Co-ordinator

Review and Development

Each year, during the summer term, the school will draw up a register of able children in each year group. Their progress will be monitored.

Secondary Transfer

The school will continue to liaise with local secondary schools to provide information on Gifted and Talented Pupils.

Support

The school should be able to access support through: **NACE and NAGC**

Teachers could use the **Young Gifted and Talented** website as a learning resource.
www.dcsf.gov.uk/ygt.

The National Association For Gifted Children (NAGC) has developed ten principles of good practice for schools. They are:

1. Flexibility in meeting needs
2. Valuing diversity, dealing with underachievement
3. A partnership with pupils and parents
4. The leadership of the Headteacher and smt
5. Regular observation and review with early and prompt intervention

6. High teacher expectations
7. Positive attitudes by teachers who are prepared to “Go the extra mile”
8. Primary/secondary liaison
9. Good use of external resources
10. The absence of labels, working to the child’s strengths