



## Morley Memorial Primary School

Policy Name	Gifted and Talented Pupils
Frequency of Review	2 years
Reviewed on:	Dec 2014
Reviewed by:	Learning Committee
Next review (date)	Dec 2016

## Policy for Gifted and Talented Pupils

### Rationale

At Morley Memorial Primary School, we believe that all children within our school community have equal rights to the opportunities offered by education. This includes the right;

- To access high-quality educational experiences and learning opportunities.
- To participate in a broad and balanced curriculum which challenges, motivates and rewards them.
- To play an active and positive role in the social life of the school.

As a school, we acknowledge that some children have particular abilities and talents, which mean their outcomes and achievements are beyond what may be usually expected.

This policy is an integral part of the school's commitment to inclusion of all pupils and confirms our commitment to providing an environment in which all pupils are able to realise their potential.

### Aims

At Morley Memorial Primary School, we aim to;

- Support the raising of aspirations for all pupils.
- Have high expectations of achievement for all pupils.
- Support the abilities, personal qualities and talents of all pupils.
- Ensure that all children receive an education appropriate to their abilities.
- Provide teaching which makes learning challenging and enjoyable.
- Stimulate children through curriculum enrichment.

## **Definitions**

The school makes use of the following definitions of 'gifted and talented' provided by 'Excellence in Cities' (EiC)

- 'Gifted' learners are those who have particular abilities in one or more subjects in the statutory curriculum other than art and design, music and PE:
- 'Talented' learners are those who have particular abilities in art and design, music, PE or performing arts such as dance and drama.

Gifted and Talented pupils are those who achieve, or have the ability to achieve at a level significantly in advance of their age-related expectations.

As a school we acknowledge that those children who are gifted and talented do not always show their ability.

## **Identification**

At Morley Memorial Primary School, Gifted and Talented students are identified by making judgements based on analysis of a variety of sources of information (both quantitative and qualitative), this includes:

- Test scores (e.g. SATs)
- Teacher observation and assessment
- Background information/knowledge from parents and other outside sources e.g. sporting club coaches
- Response to curriculum opportunities

As a school, we are aware that no one single method of identification can be entirely accurate.

As a school, we are very aware of the impact that maturation has on the progress and attainment of our younger pupils; indeed, we keep a careful track of our summer born pupils to ensure they make the accelerated rates of progress we might expect as they settle into school and develop their skills and confidences. Given that research shows the real impact that dates of birth, in relation to the school year, can have on children, particularly in the Early Years and into the Infants, we are mindful of this in any assessments of children. As such, unless there are exceptional circumstances, children will not be placed on the gifted and talented register until reaching Key Stage 2

The names of children identified as 'gifted' and 'talented' will be placed and kept on the school's 'gifted and talented' register, unless they cease to meet the appropriate criteria.

## **Organisation**

In order to respond to the needs of gifted and talented pupils a range of strategies will be employed, where appropriate. Examples of the sorts of

strategies/approaches used are listed below, though this is not an exhaustive list;

- The provision of enrichment/extension activities and tasks
- Differentiation within subject areas.
- Effective use and management of pupil groupings.
- The provision of opportunities to further develop thinking skills, problem solving, higher order skills and communication skills.
- Homework
- The provision of opportunities for gifted and talented pupils to work with pupils of similar ability (This will mean that it may be appropriate for pupils to work with older pupils occasionally).
- The development of independent learning by allowing pupils to organize their own work, to carry out tasks unaided and evaluate their work.
- The provision of teaching from specialists.
- The facilitation of opportunities to participate in activities outside school which may involve absence from school e.g. Sports coaching, attendance at sporting competitions (though careful consideration will be given as to any potential negative effect on a child's development in other areas of the curriculum).
- Provision of suitable resources.

In addition to in-class responses to the needs of gifted and talented pupils, extra-curricular activities are also used to provide opportunities for them to practice and extend their skills. This is accomplished through such things as;

- Enrichment days
- Residential experiences
- School Clubs
- Musical, Sporting and Arts-focused activities.

### **Partnership with Parents**

At Morley Memorial Primary School, we fully appreciate the importance of parental involvement in a partnership with school to support children's learning and development. We acknowledge that where parents and pupils are actively involved with schools in the development and planning of the pupil's education, inclusion is more likely to prove successful.

To this end we will;

- liaise with parents at parent consultations/parents' surgeries (as a minimum)
- report on progress annually (annual report)
- communicate external opportunities for extension activities relevant to more able, gifted and talented pupils both locally and nationally
- discuss pupil participation in relevant activities outside of school which may involve absence from school

### **Monitoring and Evaluation**

Provision for gifted and talented pupils will be a regular part of the school's monitoring of teaching and learning.

The progress of children identified as gifted and talented will be discussed in pupil progress meetings.

As part of Secondary Transfer, the school will liaise with local secondary schools to provide information on those pupils identified as gifted and talented

### **Process for development and Review**

This policy will be reviewed in accordance with the school's programme of policy review.