

Westover Green Community School

Policy for Gifted & Talented (G & T) Children

1 Introduction

- 1.1 We believe that there are G & T children in all our classes and it is our responsibility as teachers to enable the potential of each to be fulfilled. We also believe that effective practice for very able learners is invariably good practice for all children.

2 Definition of G & T Pupils

- 2.1 G & T children are those who achieve, or have the capacity to achieve, significantly above average for a pupil in their year group.

In defining what is meant by the term 'G & T', we have adopted the following definitions:

- Those who show an exceptional talent. This might be in areas such as music, art or sport, or a less easily acknowledged talent such as leadership, creative imagination or social maturity.
- Those pupils who possess a general academic learning ability which is significantly greater than those of their peers.

"All-rounders" are children who are both G & T.

3 Rationale for G & T Provision

- 3.1 We identify approximately 5-10% of our pupils as being gifted or talented. At Westover Green School we endorse this for the following reasons:

- Improved learning: A school focus on G & T pupils invariably leads to improved teaching and learning both in and outside the classroom through more challenging and engaging activities.
- Raised achievement: Overall standards rise because all pupils benefit from these improvements to teaching and learning.
'A rising tide lifts all ships.' (Joseph Renzulli, 1998)
- Equality: Every pupil has an entitlement to have his/her needs met by the school, no matter what his/her ability. 'Every Child Matters' provides both the legal and moral framework for this entitlement.
- Investment in the future: It is crucial to devise an effective identification policy that caters for both high achievers and potential high achievers.
'Today's G & T pupils are tomorrow's social, intellectual, economic and cultural leaders.'
(Deborah Eyre 2005)

4 Aims of the G & T Policy

- 4.1 At Westover Green School, we have the following aims:
- To create a robust strategy that effectively identifies those pupils showing themselves to be G & T and which reflects the cultural and ethnic diversity of our community.
 - To provide all learners with an education matched to their individual learning needs.
 - To encourage in our school, an ethos that ensures that we focus on effective teaching and learning.
 - To develop depth and breadth of opportunity which recognises the specific social and emotional needs of G & T pupils.

5 Identification and Assessment

- 5.1 Our identification of pupils as Gifted or Talented is a judgement which applies only to the current context and level of performance of the pupil. This means that a child may be showing ability in a particular area at a particular time.

As a school we identify 5-10% of our pupils as being the most G & T children in the school, and log these on the G & T Register. It may arise that a child is identified in the top 5-10% in our school but on transfer to a different school no longer falls into that band of ability and is therefore no longer on the school's G & T Register.

- 5.2 At Westover Green School, we use the following methods of identification and assessments:
- Observations of how children learn.
 - Analysis of pupils' work.
 - Teacher assessments.
 - Statutory assessments, optional test results and other summative assessments.
 - Pupils' rates of progress as indicated by pupil tracking information.
 - Information from other members of staff.
 - Information from parents.
 - Information from external agencies e.g. music/sport specialists.
 - Discussions with the child.
 - G & T Leader working with children regularly on a range of subjects.

6 Teaching and Learning

- 6.1 We recognise that what happens in the classroom, in every lesson, on every day lies at the heart of the provision for G & T pupils, and that this is **the direct responsibility of every class teacher**. Classrooms should be places where learners are inspired, encouraged and challenged to question, speculate and hypothesise. The challenge for teachers is to make every lesson motivating and engaging, and to ensure that every child is stretched.
- 6.2 To provide appropriately for our G & T children, our teachers will provide a curriculum that:
- Is broad and available to all learners.
 - Includes opportunities for open-ended and problem-solving activities.
 - Stretches the most able children and allows them to show what they can do.
 - Provides breadth and range of learning experiences.
 - Develops a range of learning styles.
- 6.3 In our day to day teaching, we will:
- Provide opportunities for problem-solving, hypothesising and developing thinking skills.
 - Use a range of teaching and learning strategies.
 - Have high expectations of all pupils.
 - Provide rigorous and constructive feedback to pupils on their work.
 - Use groupings flexibly.
 - Use appropriate resources to stretch and challenge able pupils.
 - Encourage pupils to take risks, to play with ideas and to regard all answers, whether right or wrong, as productive opportunities for learning.
 - Encourage children to become independent learners and take responsibility for their own learning.

7 Other Provision

- 7.1 In addition to formal lessons, we provide other opportunities for pupils with particular talents and abilities:
- Teaching from a specialist teacher in small groups on particular themes.
 - A range of extra-curricular activities that enable all learners to develop their particular talents, e.g. sport, music, art, computing and school visits.
 - Access to school resources e.g. library, computing, art to allow learners to follow and develop particular interests.

We will also encourage G & T pupils to participate in other activities provided outside of school e.g. Excellence Cluster activities, Kilve Court residential experiences, etc.

8 Roles and Responsibilities

8.1 Role of the Governors

A named governor will have responsibility for G & T children. She/he will liaise each term with the Leader to monitor the implementation of the policy.

8.2 Role of the Headteacher and Senior Leadership Team

The Headteacher/SLT will monitor teaching, learning and provision to ensure that:

- The curriculum meets the needs of individual learners, including those who are G & T.
- G & T children achieve in line with their potential.
- Sufficient resources, support, training and status are provided to the G & T Leader.
- There is a whole school commitment to, and support for, G & T learners.
- There is a school policy for G & T that provides a clear framework for subject policies or guidelines.

8.3 Role of the G & T Leader

The Leader will:

- Ensure that the policy is put into practice and is regularly reviewed.
- Keep up-to-date with current developments and advice on supporting G & T children.
- Support and challenge subject leaders to meet the needs of G & T children.
- Support individual teachers to identify G & T children in their class.
- Support individual teachers in meeting the needs of their children.
- Liaise with parents/carers and outside agencies to secure the best possible provision for each pupil.
- Attend G & T Leaders' meetings where appropriate.
- Manage the G & T Budget for each academic year.

8.4 Role of the Class Teacher

Every class teacher will:

- Assist in the identification of G & T children within their class.
- Ensure that the needs of G & T children are identified within lesson planning and met in the delivery of lessons.

9 Liaison with Parents

9.1 We believe it is essential to work closely with parents to support the development of every child. In particular, we will:

- Ask parents to identify their child's special talents and abilities when we meet them at termly open evenings.
- Notify staff of any special achievements out of school.
- Liaise with parents about how they might support their children outside school.

10 Monitoring and evaluation

The Headteacher and SLT are responsible for the monitoring and the implementation of the policy, in particular, that:

- The policy is reviewed regularly.
- The register is reviewed termly.
- The achievement of every pupil including those who are gifted and/or talented is reviewed termly.

Policy Reviewed by:	
Signed:	Chair of Governors
Dated:	Review Date: