



Trewidland Primary & Pre-School

Gifted and Talented Provision Policy

INTENT

The aim of the Gifted and Talented policy is to identify and provide challenging and stimulating learning experiences for students with exceptional abilities and talents in Trewidland Primary & Pre School.

DEFINITIONS

Gifted students - Students who show exceptional abilities and skills in academic subjects as well as in creative arts, leadership, or physical activity.

Talented students - Students who show exceptional abilities in creative arts, leadership, or physical activity.

AIMS

- To foster an achievement culture throughout the school which celebrates both effort and achievement in a wide range of areas
- To identify children achieving at a level beyond their peers, and to make appropriate provision which stretches them in areas of strength and develops them in areas of relative weakness
- To provide an appropriately challenging curriculum for more able and potentially more children, through extension within the curriculum, and through enrichment/study support beyond it
- To support and make more effective the transition of more able children to secondary school
- To raise the level of attainment across the school

IMPACT

The relevant inspectorate expects Trewidland Primary & Pre School to have a clear and comprehensive Gifted and Talented policy that identifies and provides for the needs of gifted and talented students. The policy should include a clear process of identification, provision for differentiation in teaching and learning, enrichment opportunities, a mentoring program, partnership with external organizations, and regular review and evaluation. The policy should be regularly reviewed and evaluated to ensure that it meets the needs of gifted and talented students.

IMPLEMENTATION

Identification Process: All students in Trewidland Primary & Pre School will be assessed to identify their outstanding abilities and talents. Teachers will collect data from various sources such as observation, standard tests and assessments, and professional judgement. Parents and students will also be consulted and involved in the identification process.

Provision: The following provisions will be in place to meet the needs of gifted and talented students:

1. Differentiation in teaching and learning - Teachers will provide differentiated tasks, activities, and assessments that challenge the abilities and skills of gifted and talented students.
2. Enrichment opportunities - Gifted and talented students will be provided with opportunities to attend workshops, seminars, educational visits, and competitions to develop their talents and abilities.
3. Mentoring program - Gifted and talented students will be matched with mentors who will provide guidance, support, and encouragement in their learning and development.
4. Partnership with external organisations - Trewidland Primary & Pre School will work with external organizations to provide specialised programs and activities that meet the needs of gifted and talented students.
5. Regular review and evaluation - The Gifted and Talented policy will be reviewed and evaluated regularly to ensure that it meets the needs of gifted and talented students.

The quantitative and qualitative identification measures will include a combination of the following:

- ✓ Prior attainment records
- ✓ Optional PIRA/PUMA/GAPS scores
- ✓ Teacher assessments
- ✓ Teacher nomination in core and foundation subjects
- ✓ Discussion with parents and students
- ✓ ID cards
- ✓ On-going assessment using open/differentiated tasks (identification through provision)
- ✓ Collation of evidence (i.e. Individual pupil's work)
- ✓ Standardised scores

The **Procedure** for identification and placing a child on the register is as follows:

1. The child is checked against the relevant criteria as appropriate for the area in which it is suspected that the child is gifted or talented.
2. The class teacher then completes a referral form and passes this to the GAT co-ordinator who in discussion with the class teacher will make a decision whether it is more appropriate to place a child on the electronic GAT register.
3. The referral along with the provision/differentiation may be discussed at a staff meeting.
4. Parents will be notified and have the opportunity to make a comment.
5. The children on this register will be reviewed annually and monitored regularly to ensure that the provision made is appropriate and is enabling them to meet their potential

NEEDS ANALYSIS

The Gifted and Talented Co-ordinator will work with the class teachers of the children identified to analyse individual areas of strength and areas needing development. On the basis of this analysis of needs targets will be set and appropriate provision planned.

PROVISION- DISTINCT TEACHING AND LEARNING PROGRAMME

A: STRATEGIES WITHIN THE CLASSROOM

- Varied and flexible grouping within a year group
- Withdrawal of very able children for higher level work within small groups
Differentiation/extension in schemes of work
- Teaching thinking and critical skills and attitudes in a subject context e.g. Problem solving, decision making, creativity, interpersonal skills.
- Asking higher order questions which encourage investigation and enquiry
- Setting clear and challenging targets
- Enabling children to be involved in assessment for learning to evaluate their own work
- Encourage learning beyond the classroom
- Provide open ended tasks

B: STUDY SUPPORT

We provide a variety of enrichment opportunities which include:

- A wide range of extra-curricular activities and challenges e.g. Trelawney Academy and Liskeard School & Community College
- Opportunities for artistic, musical, dramatic and sporting development
- Enrichment opportunities within and beyond the core subjects
- Visits, experts, appropriate competitions
- Sign post to summer schools
- Appropriate pastoral care and counselling, including learning mentors e.g. thinking partners

RESPONSIBILITIES

The Head teacher will be responsible for:

- Overall policy setting
- The depth and breadth of the curriculum
- Whole-school assessment and monitoring systems
- Leading/facilitating staff in their provision for the more able

The Gifted and Talented Co-ordinator will be responsible for:

- Monitoring and implementation of the agreed policy
- Compiling and maintaining an up-to-date register of more able children
- Co-ordinating provision for children on the register
- Developing expertise in this area
- Sharing expertise with other staff and directing them to appropriate INSET
- Supporting and monitoring curriculum planning which ensures differentiated provision
- Ensuring the transfer of relevant information on the cohort between primary and secondary schools
- Purchasing and organising resources to facilitate the teaching and managing the budget
- To contribute to moderation meetings between schools
- Liaison with GAT governor

The Subject Co-ordinator will be responsible for:

- Advising others of suitable strategies for extending the most able in their subject
- Purchasing and disseminating appropriate resources
- Assisting colleagues with differentiated planning
- Collecting examples of exceptional work/exemplar files
- Monitoring provision for the more able in their subject

The Class Teacher will be responsible for:

- Identifying the more able in their class

- Setting appropriate targets for the more able in their class
- Ensuring appropriate provision through differentiated planning
- Using appropriate resources to challenge the more able
- Informing/reporting to parents and others on the progress of the more able
- Monitoring the performance of the more able

MONITORING AND EVALUATION

This policy and its effectiveness will be reviewed by the Head teacher, the Gifted and Talented Co-ordinator, teachers, TAs and the governing body against the aims set out above, relevant plan and against whole school targets. The class teacher will be responsible for reporting on the progress of the more able children within each class against the targets set for individuals.

LINKS WITH OTHER SCHOOL/CLUSTER POLICIES/DOCUMENTS

- ✓ Whole school development plan
- ✓ Subject development plans/policies
- ✓ Medium and short-term plans
- ✓ Assessment policy
- ✓ Report to governors
- ✓ Budget plans
- ✓ INSET plans
- ✓ Teaching and Learning policy

REVIEW OF POLICY

This policy was written by staff and governors.

Date of Policy: May 2023

Reviewed: 11th May 2023

Signed (Chair of Governors)