

Hope Primary School

GIFTED AND TALENTED POLICY

At Hope Primary School, all staff are committed to ensuring that all pupils are supported to fulfil their potential. We recognise that pupils of all abilities, including more able pupils, are entitled to stretch and challenge.

This policy guides the way in which this happens at our school. Through the policy we aim to:

- ensure that we recognise and support the needs of more able pupils (referred to in the policy as 'gifted and talented')
- provide gifted and talented pupils with the chance to develop to their full potential
- ensure that we challenge and extend gifted and talented pupils through the work that we set them
- encourage gifted and talented pupils to develop independent thinking and learning skills.

Identification

We identify our gifted and talented pupils as those who attain, or have the potential to attain, a standard substantially higher than other children of their age. Gifted and talented pupils will generally excel, or have the potential to excel, in one or more of the following areas:

- general intellectual ability
- creative thinking
- specific subject(s), eg maths or languages
- physical education
- the visual or performing arts
- interpersonal and social skills.

All members of staff are responsible for identifying pupils' abilities. Identification is a continuous process; a pupil may move on and off our gifted and talented register dependent on current levels of attainment.

We use a range of strategies to identify gifted and talented pupils, including teacher observation, the use of standardised test data and assessment information, work scrutiny, and discussion with pupils and parents. Once a pupil is identified as gifted and talented, he or she will be referred to the school's Gifted and Talented Coordinator.

Provision

Our gifted and talented pupils are supported via classroom differentiation, whole-school provision and out-of-school provision.

Classroom differentiation

In our classroom-based provision our goal is to ensure that:

- all teachers have high expectations
- all teachers design tasks that take account of prior knowledge, skills and understanding
- all lessons offer planned extension opportunities or challenging open-ended tasks
- all lessons provide opportunities for pupils to carry out independent learning

Whole-school provision

This takes place using a variety of methods, including setting, specialist teaching and extra-curricular activities. For example:

- lunch time and after school clubs offering various activities
- school competitions
- sports matches against other schools
- choir, orchestra and other instrumental groups
- drama productions
- guest speakers
- curriculum days, for example French Day
- enrichment weeks, for example Science Week
- extension timetabled sessions as part of the curriculum, delivered by the Gifted and Talented Coordinator

Out-of-school provision

We provide gifted and talented pupils with opportunities to extend their abilities and develop their interests outside school. This takes place via, for example, facilitating entrance to national competitions in subject-related areas such as music or maths, and organising out-of-school activities and visits.

Monitoring our gifted and talented pupils

We keep a register of our gifted and talented pupils that is updated regularly. Monitoring activities include:

- regular monitoring of teacher planning and provision
- comparison of age standardised scores each year
- staff discussions and meetings.

Adopted on: 8.6.15

To be reviewed: June 2018

Signed: Chair of Governors

Signed: Headteacher