



[Name of school]

Sample whole-school policy for gifted and talented (G&T) pupils

Introduction

This document is a statement of the aims, principles and strategies for provision for the very able and gifted child at [name of school]

It was developed in [month and year] through a process of consultation with governors, senior management, parents and teaching staff.

IT WAS APPROVED BY the national governing body during [term and year].

Policy review dates are scheduled for the review of this and all other policy documents in the school improvement plan.

Ratified:	Review Summer 200...	Review Summer 200...	Review Summer 200...
Signed:			

Rationale

Our school will have, at any time, a number of extremely able, gifted or talented pupils, some of whom may perform at a level that well exceeds the level of others in their class or that expected for children in their age group. This may be in one or more areas of learning. Their performance will exceed that of above-average achievers and sometimes that of children described as well above average for their age.

We believe that we can make a difference in enabling these pupils achieve the greatest possible progress.

Our definition of ability recognises academic, practical, creative, musical, physical, sporting and social performance. It also recognises that a child may possess this potential although performance may not currently reflect this.

We believe that provision is generally most effective when it is made within the classroom, through a stimulating, differentiated curriculum. We also recognise that in some cases, particularly with pupils talented in PE and sport, we need to work with external partners to meet their needs.

Aims

The aim of this document is to ensure a consistent approach to the identification and support of the very able or gifted child through:

- an agreed, shared definition of the terms, "gifted" and "talented"
- identification of the G&T pupils as early as possible
- substantiating identification by the use of objective assessment measures, where appropriate
- meeting pupils' needs with a range of appropriate strategies
- raising staff awareness of the range of strategies available to them
- create a climate of learning throughout the school
- working in partnership with parents/carers to help them promote children's learning and development
- making use of the wider community to enhance learning opportunities
- continuing to support all children
- appointing a G&T Co-ordinator to co-ordinate the above.

Organisation and implementation arrangements

1. Definitions

"Talented pupil" refers to a pupil whose performance or potential performance:

- substantially exceeds that of his/her peers in relation to national expectations
- substantially exceeds that of their peers in relation to their age group in school.

It describes pupils who:

- perform extremely highly on standardised tests of ability, national tests or examinations
- perform or who are potentially able to perform, at a level that substantially exceeds that which expected for their age across a range of subjects
- perform, or who are potentially able to perform, at a level that substantially exceeds that which is expected for their age in a particular area, including the creative and performing arts and physical activities
- "gifted" pupils will include those of exceptional ability and talent who function at levels several years beyond expectations for their age or whose quality of performance is markedly superior to that which is usually encountered.

It is recognised that the terms, "talented", "elite", and "performance" maybe used to describe pupils that perform or who have the potential to perform at levels beyond those expected in physical education (PE) and sport.

2. Identification is usually made by:

- teacher nomination
- audit of special abilities (formal or informal)
- previous records
- test results/teacher assessments
- pupil's work
- parental information
- information provided by external agency, e.g. club or national governing body (NGB).

3. Assessment methods

- SATS results
- NFER tests
- in-house subject tests or assessments
- response to increased challenge
- provision of opportunity
- response from external agency
- teacher observation, agreement trialling against national curriculum (NC) levels

Advice is available to teachers to help them avoid overlooking pupils who do not conform to the exigencies of the school.

Once identified the class teacher/form tutor will work alongside the G&T co-ordinator to validate this nomination with assessment data. If agreed that the criteria are met, the child's name is entered in the register and parents/carers are invited to the school to discuss ways in which the child's needs can be met and how they can be supported. Pupils who have been identified and nominated by an outside agency, e.g. sport, may require the coach/talent development officer to be present at such a meeting.

Strategies for supporting the able child

One or more of the following can be employed to meet the needs of the individual:

- planning for differentiation
- use of questioning to raise the level of challenge
- teaching of thinking skills
- fostering creativity
- restructuring class organisation or pupil grouping
- home-school partnerships
- pastoral care and mentor support
- support from beyond the school, e.g. music tuition/sports coaches, etc.

Modes of working

The class teacher/form tutor will:

- take steps to identify G&T pupils within their class as soon as possible
- assess/gather data to support the nomination
- liaise with the G&T Pupil Co-ordinator and parents/carers throughout the time the pupil is in their class
- agree, plan and implement appropriate provision
- record strategies to be used
- include provision in medium and short term plans, as appropriate
- review provision regularly.

It is the role of the G&T Co-ordinator to:

- liaise with class teachers/form tutors
- make the teacher aware of the assessment data required
- collate the assessment materials and results
- work with the teacher to support the pupil
- contact parents and keep them informed
- maintain the G&T register
- work with all parties to decide the strategies to be used to maximise learning and development
- work with the teacher to plan provision
- liaise with and arrange other agency referrals as appropriate
- act as/appoint a mentor if appropriate
- review provision on a regular basis
- liaise with the headteacher
- review the effectiveness of the policy.

Advice for teachers

A pupil may be considered to be able if he/she:

- speaks confidently
- presents work neatly
- uses a sophisticated vocabulary
- is mature in outlook and attitude
- reads early
- was born between September and December of the school year
- possesses a good general knowledge
- demonstrates high levels of skill or expertise
- performs well in tests
- appears interested
- is confident
- is sociable
- has good spatial awareness

- persists with work.

A gifted/talented pupil may be missed if he/she:

- is quiet
- work is untidy
- is using English as a second language
- is immature
- is slow to read/write
- has a summer birthday
- has limited out-of-school experiences
- is untidy or lethargic
- is over-active or withdrawn
- does not perform well in tests
- appears bored or distracted
- shows little confidence in self
- has poorly developed social skills
- is clumsy
- shows little interest in improving performance
- avoids work which requires effort or concentration.

A G&T pupil may be taking part in activities outside school that:

- are very demanding on their time and physical resources, e.g. dancers, swimmers, gymnasts. This can lead to tiredness and consequent under-achievement. It is vital that teachers work with parents and external coaches/tutors to implement appropriate strategies to deal with this.
- they consider to be potentially embarrassing to their peer group and/or teachers. They may wish to keep their involvement in the activity private even though it may demand a high level of time and commitment.