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Gifted and Talented Policy

Policy Reference:	GT1
Created by:	Headteacher Mrs Kate Fuller
Responsibility:	Strategy Committee
Reviewed by:	Governing Body / SST
This Review:	January 2010
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Cycle:	2 yearly
Ratified by Full Governing Body on:	1 st Feb 2010
Signed:	

A handwritten signature in black ink, appearing to read 'C. Norris', is written over a faint, rectangular stamp or watermark.

Mr Clive Norris

Chairman of Governors

Policy for Gifted and Talented Pupils

Rationale

In line with school policies on equal opportunities and special needs we recognise the importance of extending gifted and talented pupils and providing appropriate support for them in equal measure to those children with “special needs” in the sense of learning difficulties.

This policy is an integral part of the school’s broader development of maximum inclusion of educational opportunity for all pupils and states our commitment to providing an environment in which all pupils are enabled to realise their potential.

Aims

This policy is intended to support the following aims:

- To raise the aspirations of all pupils
- To ensure we have high expectations of achievement for all students
- To promote greater enterprise, self-reliance and independence for all students

In order to achieve these aims, we will ensure that all students have opportunities to develop specific skills or talents.

Definitions

A gifted pupil is one who is in the top 5-10% of the pupil population. (DfES definition). A gifted pupil is one who ‘has the capacity for or demonstrates high levels of performance in an academic area.

A talented pupil is one who is in the top 5-10% of those with a domain specific ability in a non-academic area:

- Physical talent
- Visual / performing abilities
- Mechanical ingenuity
- Outstanding leadership and social awareness
- Creativity

The term ‘gifted and talented’ is not to be understood as referring to the most able children in the national population. The term should be seen as relative and refers to the top 5% to 10% of any school, regardless of the ability profile of pupils at the school.

The DfEE indicates that 10% of a school cohort should be identified; 7% may be defined as Gifted, and 3% as Talented.

Guillemont Junior School will use these indications as a starting point for their identification process, and the basis for a register of named children.

Identification of the gifted and talented

Before identifying any child gifted in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair.

A gifted or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- Teacher nomination
- Assessment results
- Peer nomination
- Parental nomination
- Specialist teacher identification
- Self nomination

It is worth remembering that gifted pupils can be:

- Good all-rounders
- High achievers in one area
- Of high ability but with low motivation
- Of good verbal ability but poor writing skills
- Very able but with a short attention span

Very able with poor social skills

- Keen to disguise their abilities

(Deborah Eyre, 1973)

We also recognise that those pupils who are gifted and talented do not always show their ability. Such pupils are gifted and talented even though their abilities may be hidden or remain as potential.

Everyone in school has a responsibility to recognise and value pupils’ abilities, however, this information is collated by the gifted and talented co-ordinator and the assessment co-ordinator and is made available to all staff. The gifted and talented register is regularly reviewed and updated.

Organisational and in-class approaches

Provision for the gifted and talented.

Opportunities for extension and enrichment are built into all our schemes of work.

During the Primary Curriculum Review in 2010 we shall ensure that every curriculum area will have a reference to gifted and talented. This should state what the identification procedure will be and what provision is in place.

We aim to:

- Maintain an ethos where it is OK to be bright.
- Encourage all pupils to be independent learners.
- Recognise achievement.
- Be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievement.
- Provide a wide range of extra-curricular activities and clubs.
- Always provide work at an appropriate level.
- Provide opportunities for all pupils to work with like minded peers.

Types of provision:

- Classroom differentiation
 - By outcome – giving a common task to elicit different levels of response.
 - By rate of progress – allowing a pupil to work through a planned scheme or course at their own level.
 - By enrichment – giving a pupil supplementary tasks intended to broaden or deepen skills and understanding.
 - By setting different tasks – requiring greater sophistication within a common theme or topic.
- Teachers have high expectations.
- Tasks are designed to take account of levels of existing knowledge, skills and understanding.
- There are planned extension opportunities or open-ended tasks.
- There is access to higher tier assessment papers.
- Problem solving and investigations individually or in a group.
- Planning for alternative methods of recording outcomes.
- e.g.- summarising the key points of a lesson or piece of written work.
 - diagrammatic representation of a completed task.
 - Use of I.T.
 - Preparing an oral presentation of the outcomes of a task.
- Encouraging pupils to become independent in their learning by planning and setting their own parameters for enquiry.

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- Encouraging self review and the setting of future targets independently of the class teacher who will oversee and advise.
- Encourage reading and research skills as a means of finding information; this will include higher order reading skills.
- e.g. - discriminating
 - searching text for information
 - rejecting irrelevant information
 - summarising
 - using an index
 - cataloguing
 - giving directions.
- Planning and producing videos or other multi-media presentations
- Surveys of school, local or National issues.
- Writing articles to be published for other classes or groups.
- Collecting, developing and analysing statistics.
- Organising class and school events.
- Self supported study and development tasks, including homework.

School based provision.

This varies according to subject area and is covered using a variety of methods:

- School clubs
- School councils
- Intervention groups
- Enrichment opportunities e.g. themed weeks
- Opportunities for performance
- Enrichment days e.g. DT competitions
- Musical and sporting activities
- Residential experiences
- Visitors to school e.g.. Poets, artists, scientists etc.
- Partnerships with secondary school

Co-ordination and monitoring

The gifted and talented co-ordinator has overall responsibility for

- (i) ensuring that the policy is implemented
- (ii) co-ordinating the monitoring of progress
- (iii) ensuring that the professional development programme includes relevant aspects of gifted and talented provision.

This policy is reviewed on a bi- annual basis in the summer term by the gifted and talented co-ordinator in conjunction with the named governor for gifted and talented.