

BURFORD SCHOOL



Burford School

Young Gifted and Talented Children Policy



INVESTOR IN PEOPLE





Burford School

Young, Gifted and talented Policy

Policy on Young, Gifted and talented

This policy was approved by the governing body in June 2011

This policy will be reviewed in June 2013

Introduction

- In our school we aim to provide a curriculum that is appropriate to the needs and abilities of all children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified as 'gifted and talented' according to national guidelines.
- We respect the right of all children to access all areas of learning irrespective of race, gender and disability, to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.
- The mission statement of our school refers to valuing the individuality of all our children. The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our able, gifted and talented children.

Definition and Identification

- In DCSF guidelines the term 'Gifted and Talented' refers to a range of characteristics which can be identified and tracked over time to allow us to monitor, support and encourage these children's educational development.

- In line with the government statements on the definition of Gifted and Talented we at Burford school define the term as follows;

'Children and young people with one or more abilities developed to a level at least one year ahead of their year group (or with the potential to develop those abilities).'

- **Gifted** refers to children who have the ability to excel academically in one or more subjects such as English, Maths, Drama or Technology.
- **Talented** describes learners who have the potential to achieve in advance of their peers in music, art, physical education or in any other sport or creative art.
- Burford School has learning conditions and systems to identify gifted and talented pupils in all year groups and an agreed definition and shared understanding of the meaning of 'gifted and talented' within our own, local and national contexts.
- The identification process is ongoing and is aided by assessment (both formative and summative) and by provision. Identification begins when the child joins our school. A child can be removed from the register at the start of each academic year if necessary.
- The quantitative and qualitative identification measures will include a combination of the following:
 - prior attainment records
 - optional SATS scores
 - teacher assessments
 - teacher nomination in core and foundation subjects
 - discussion with parents
 - subject specific checklists
 - on-going assessment using open/differentiated tasks (identification through provision)
 - collation of evidence (i.e. individual pupil's work)
- We maintain an accurate electronic record of the identified gifted and talented population, which is kept updated by staff on the shared drive. Teachers and TA's have full access and can use this for their planning and provision.
- As the children progress through the school, we assess them regularly to ensure that they are making the progress that we are expecting of

them in their personal targets. Teachers identify them as gifted or talented children when they achieve high levels of attainment across the curriculum and in particular skills or aspects of subjects through their school experience.

- Parents **may** be informed and children will be given access to national and regional level support.
- From foundation stage through to year 6, Class teachers monitor and update the YGT tracker showing the changes in characteristics and continuity of characteristics over a child's primary school experience. Class teachers and YGT coordinator use this information to inform planning for extension and support to YGT children through class teaching, group activities and experiences.
- From EYFS these children are named within the YGT tracker as either potential or showing clear characteristics of being Young, Gifted and talented in specific subjects and learning areas.
- The Gifted and Talented coordinator will monitor and advise teachers on the provision for G&T registered children.
- The children undertake summative national tests in Year 2 and 6. Teachers also make regular formative assessments of each child's progress in all subjects of the National Curriculum, and foundation stage. We compare the information from these tests with a range of national and LEA data, in order to track children's progress against national age appropriate statistics and government expectations.
- Teachers discuss the children's progress with parents at the consultation evenings in the Autumn and Spring terms, and report annually on each child's progress in July.

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 (and those with the potential to achieve) 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 able 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.

Approaches to Teaching and Learning

- Teachers in our school plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:
 - A differentiated curriculum offering a range of opportunities and challenge for independent learning and open ended investigation which allow children to use higher cognitive skills and to access more advanced levels when they are ready.
 - A common activity that allows the children to respond at their own level;
 - An enrichment activity that broadens a child's learning in a particular skill or knowledge area;
 - An individual activity within a more common theme that reflects a greater depth of understanding and higher level of attainment.
- Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the more able and very able learner. Targets are set in each year group for literacy and mathematics.
- In mathematics children are taught in 2 ability sets in order to differentiate work, taking into account the more able child.
- Learning is also enriched through regular homework activities linked to the work being undertaken in classes. Children take home numeracy homework fortnightly. Children in Year 1 and Year 2 are tested weekly on spellings, and key words at their level.
- The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

- Specialist teachers from a wide range of backgrounds are used through assemblies, workshops, class and small group activities to provide a stimulus for creative and extended learning.

Provisions

A. Strategies within the classroom

- varied and flexible grouping within a year group
- vertical grouping across year groups when appropriate
- withdrawal of very able children for higher level work within small groups
- upward differentiation/extension in schemes of work
- teaching thinking skills in a subject context e.g. problem solving, decision making
- asking higher order questions which encourage investigation and enquiry
- setting clear and challenging targets
- enabling children to evaluate their own work

B. Study Support

We provide a variety of enrichment opportunities which includes:

- a wide range of extra-curricular activities and clubs
- opportunities for artistic, musical, dramatic and sporting development
- enrichment opportunities within and beyond the core subjects
- visits, experts, master-classes
- competitions
- several links with Secondary Schools

Roles and 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 Coordinator will be responsible for:

- monitoring the implementation of the agreed policy
- compiling and maintaining an up-to-date register of more able children
- coordinating provision for children on the register
- developing expertise in this area through appropriate INSET
- 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 to secondary schools
- purchasing and organising resources to facilitate the teaching of more able children
- 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
- 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
- reporting to parents and others on the progress of the more able
- monitoring the performance of the more able

Equality and Cohesion

We aim to reflect the diversity of our local community and society and ensure that the education we offer reduces the chances of social divisions by recognising, celebrating and valuing different backgrounds, lifestyles and identities.

Reviewed by Kim Teakle
14/03/2011