

ST. LUKE'S CHURCH OF ENGLAND PRIMARY SCHOOL



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Gifted and Talented Children Policy

Date of Policy: 2016

Review Date: 2019

1 Introduction

- 1.1 At St Luke's we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We will plan our teaching and learning in such a way that enables each child to reach for the highest level of personal achievement. This policy will help 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.
- 1.2 In these guidelines the term 'gifted' refers to a child who has a broad range of achievement at a very high level. Those children who are gifted often have very well developed learning skills. The term 'talented' refers to a child who excels in one or more specific fields, such as sport or music, but who does not perform at a high level across all areas of learning. In our school, however, we use the terms 'very able' and 'more able' for children who, at a national level, are referred to as 'gifted' and 'talented'.
- 1.3 About 10 per cent of our children are 'more able', with a strength in one area or a range of areas. The top 2 per cent of our children are 'very able', i.e. outstanding in one area or a range of areas. Provision will be made for these children within the normal class teaching, but sometimes we will provide enrichment activities to promote their skills and talents still further.
- 1.4 We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.
- 1.5 The mission statement of our school reflects the Christian ethos of the school, which values 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 more able and very able children.

2 Aims and objectives

2.1 Through this policy we aim to:

- ensure that we recognise and support the needs of our children;
- allow children to develop to their full potential;
- offer children opportunities to generate their own learning;
- ensure that we challenge and extend the children through the work that we set them;
- encourage children to think and work independently.

3 Identification of more able and very able children

3.1 We use a range of strategies to identify more able and very able children. The identification process is ongoing and begins when the child joins our school. Each child's assessments, both formative and summative gives details of their achievements in particular areas. Discussions with parents and carers enable us to add further details to these records.

3.2 Children are assessed against the Early Years Foundation Stage Profile throughout their time in the reception class and it continues in Year 1 for those children who need more time. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's baseline assessment information with the parents, and use this information when planning for individual needs.

3.3 As the children progress through the school, we test them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets. Children's progress is monitored on a regular basis and a stringent tracking system is in place within school. We identify children as more able and very able when they achieve high levels of attainment across the curriculum, or in particular skills or aspects of subjects.

3.4 The children undertake national tests in Year 2 and Year 6, plus NFER tests in Years 3, 4 and 5. Children in Year 1 are tested at the end of the year in Numeracy and Phonics. Teachers also make regular assessments of each child's progress in all subjects of the National Curriculum. We compare the information from these tests with a range of national and LA data, in order to ensure that each child is making appropriate progress.

3.5 Each teacher regularly reviews the children's progress, this is done through half termly assessments when children may be set new targets and ongoing teacher assessment using Learning Ladders materials and Big Write criteria within English and Maths. Children are given point scores in Reading, Writing and Maths each term, which we use to track their progress on a regular basis. These point scores are sent home to share with parents, this gives the parents the opportunity to track their own child's progress on a termly basis. There are two parents evenings each year where children's progress is discussed. An annual progress report is also sent to parents at the end of each academic year.

4 Aptitudes in English and Mathematics

4.1 More able and very able children in English are identified when they:

- demonstrate high levels of fluency and originality in their conversation;
- use research skills effectively to synthesise information;
- enjoy reading and respond to a range of texts at an advanced level;
- use a wide vocabulary and enjoy working with words;
- see issues from a range of perspectives;
- possess a creative and productive mind and use advanced skills when engaged in discussion.

4.2 More able and very able children in mathematics are identified when they:

- explore a range of strategies for solving a problem;
- are naturally curious when working with numbers and investigating problems;
- see solutions quickly without needing to try a range of options;
- look beyond the question in order to hypothesise and explain;
- work flexibly and establish their own strategies;
- enjoy manipulating numbers in a variety of ways.

5 Teaching and learning style

5.1 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 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 common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for children to progress through their work at their own rate of learning.
- opportunities to use ICT to enhance their learning further and extend their computer skills

5.2 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.

5.3. In all year groups we set individual targets for writing, reading and mathematics. We teach the children in ability groups and teachers regularly review the progress of children, children move between groups as appropriate within English and Mathematics. This enables teachers to plan work that reflects the ability band in each group.

5.4 We offer a range of extra-curricular activities for our children. These activities offer children the opportunity to further extend their learning. Opportunities include a range of sporting activities, after school clubs and liaison with our local high schools allows us to offer very able children the opportunity to access other areas of their curriculum. We use a variety of groupings especially flexible groupings.

5.5 Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children.

5.6 The children experience a range of educational visits throughout their time in school and visitors are welcomed into school to further enrich and develop learning.

6 Management strategies

6.1.1 One teacher co-ordinates the provision and practice within the school for more able and very able children. The co-ordinator's role includes:

- running a register of gifted and talented pupil's, and keeping it up to date
- providing advice and support to staff on teaching and learning strategies for more able and very able children;
- supporting staff in the identification of more able and very able children;

- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by more able and very able children across all curriculum areas;
- monitoring the progress of more able and very able children through discussions with teachers and using available data to track progress;
- regularly reviewing the teaching arrangements for more able and very able children
- liaising with parents, governors and LA officers on issues related to more able and very able children.

7 Monitoring and review

- 7.1.1 The governor with responsibility for inclusion, monitors the school provision for gifted and talented children. The SEND governor meets with the school's gifted and talented co-ordinator on a regular basis and supports the school's efforts to help these children to aim for their full potential.
- 7.2 The co-ordinator for our policy on more able and very able children monitors this policy on a regular basis and gives feedback to the governing body. The monitoring includes feedback from parents and children, as well as regular classroom observations of teaching and learning, and monitoring of the children's achievements and attainments.
- 7.3 This policy will be reviewed every three years, or earlier if necessary.

Signed:

Date:

