

Elmley Castle C.E. First School

A Little Piece of Heaven on Earth

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Gifted and Talented Policy 2021

Approved by: The Full Governing Body

Date: March 2021

Last reviewed on March 2021

Next review on: March 2023

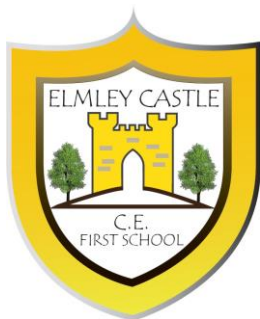
Produced by Nadia Underwood

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‘ May God give you heaven’s dew and Earth’s richness.’ Genesis 27:28.

‘As a community we grow and flourish together. Through our core values, we seek a lifelong love of learning, pursuing wisdom and excellence so everyone achieves their best. We create opportunities to explore our own sense of spirituality and encourage all to live with thankful, forgiving hearts, respecting the preciousness of our world.’

Our school vision underpins the Gifted and Talented Policy and encourages children to be able to express their very best version of themselves.



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Overview

Elmley Castle First School is dedicated to providing a rich and varied education to all its pupils and to ensure that all children achieve their full potential and develop a love of learning.

“Meeting the educational needs of the gifted and talented is about building on good general school provision, not about providing something entirely different.”

Elmley Castle School welcomes pupils with a wide range of abilities. Each pupil is perceived to be an individual of great value. We aim to provide a secure yet challenging educational environment which will stimulate the development of all pupils and enable them to maximise their potential socially, intellectually, creatively and personally.

This policy outlines the purpose, nature and management of the teaching and learning of more Able and Gifted and Talented pupils at Elmley Castle First School.

Definitions:

Able - describes children with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).

Gifted - describes learners who have an exceptional academic ability in one or more subjects such as English, Maths, Science, Design and Technology, Information Technology.

Talented - describes learners who have the ability to excel in practical skills such as sport, leadership or artistic performance.

Our school's Equality Policy will ensure that every child is considered irrespective of gender, ethnicity, culture, religion, language, disability, sexual orientation, age and social circumstances.

Identification

More Able, Gifted and/or Talented pupils are usually identified by the class teacher, through observations, assessment against performance checklists and performance in standardised tests of ability. These are shared and discussed with the Head teacher and our more Able, Gifted and Talented co-ordinator.

Identification strategies used by Elmley Castle First School:

- FS, KS1, KS2 testing and tracking (results of Standards Assessment Tests, school spelling and reading tests, Foundation Stage Profile, etc.)
- Annual testing results
- Use of school checklists



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- Teacher observation and assessment
- Monitoring ongoing classroom open-ended tasks
- Discussion with the STS or Educational Psychologist
- Discussion with parents/guardians
- Discussion with pupils
- Information provided by external agencies e.g. clubs etc.

Once a decision has been made and is agreed, the pupil's name will then be entered onto the database and parents/carers will be invited at the next Parent/Teacher Consultation meeting to discuss their child's specific strengths, the way in which the child's needs can be met and how they can be supported. The pupil's ability, gift or talent will be monitored regularly as part of the normal classroom assessment process.

Strategies to support the identified pupils

Some or all of the following will be used to support Gifted and Talented pupils:

- Differentiated planning – stimulus, resources, tasks, outcome, response
- Providing appropriate challenge – high-quality tasks for enrichment and extension allowing these children to challenge and extend themselves beyond the levels of the highest ability group within the class.
- Ability grouping for Literacy and Numeracy
- Tackling objectives from older year groups e.g. coverage of parts of the KS3 curriculum for gifted mathematicians in Years 5, where appropriate.
- Varied and flexible grouping when necessary e.g. ability, mixed ability, individual, acceleration
- Appropriate pace identified in planning
- Medium term planning and individual lesson plans will identify extension tasks for gifted and talented pupils □ Lesson planning that caters for different learning styles
- Setting appropriate targets for reading, writing and maths
- Setting appropriate homework tasks when relevant
- Able, Gifted and Talented pupils are encouraged by class teachers and by our Able, Gifted and Talented Leader to attend appropriate extra-curricular activities e.g. music clubs, sporting events etc. in order for them to develop other skills and talents
- Class teachers and our Able, Gifted and Talented Leader draw parents' and children's attention to relevant and stimulating extra-curricular events in the community e.g. exhibitions in museums, universities, musical performances etc. which could inspire, enthuse or motivate specific children.
- Fostering creativity within appropriate challenges



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- Supporting liaison beyond the school e.g. music tuition, sports coaches etc.
- Organising attendance at workshops or events led by the Local Authority specifically for Gifted and Talented pupils.

The strategies used will be reviewed regularly and will change according to the needs of the pupil.

Responsibilities

Once a child has been identified and their details have been added to the database, their abilities will be continuously monitored. The child will remain on the database for as long as it is appropriate.

There may be occasions where a child is removed from the database if their ability, gift or talent no longer exceeds that of their peers.

The role of the class teacher is to:

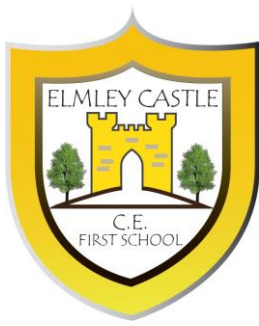
- Plan lessons that will motivate, challenge and extend the more able, gifted and talented pupils in their class.
- Record extension tasks clearly on planning.
- Ensure marking and feedback are appropriate for each child's ability.
- Monitor pupil progress formally and informally on a regular basis.
- Review pupil progress termly and report to parents at parent consultation meetings.

The role of leader is to:

- Monitor the ongoing progress of all pupils identified as either Able, Gifted or Talented.
- Compile the Able, Gifted and Talented register.
- Encourage extension and enrichment activities, including extension Literacy groups, themed days, themed weeks etc.
- Liaise with parents to promote extra-curricular extension/enrichment activities.
- Liaise with the Head teacher
- Support staff and work alongside subject leaders to promote higher levels of learning possibilities across the school
- Review the effectiveness of the policy

Parents

We are committed to working with more Able, Gifted and Talented pupils and encourage parents to take an active part in their children's development.



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We offer:

- An open door policy to welcome parents
- Guidance and advice
- Encouragement and sharing of views
- Provision for home/school challenges
- Parent/teacher consultations in Autumn, Spring and Summer terms

Monitoring and Evaluation

Provision for more Able, Gifted and Talented pupils will be a regular part of the school's monitoring of learning and teaching. Our Head teacher and class teachers and will provide colleagues involved in the Middle school transition process with information regarding more Able, Gifted and Talented pupils so that the pupils can continue to receive appropriate provision.

From time to time, as and when appropriate, head teachers from primary schools within our cluster will share information from their school's more Able, Gifted and Talented pupils across the cluster. Staff will meet when appropriate with peripatetic teachers and coaches to discuss provision.

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