

Eridge House

Gifted and Talented Policy

“Every child wants to be good at something, and every child can be.”
Professor Joan Freeman, Patron of NACE, *How to Raise a Bright Child*

“Meeting the educational needs of the gifted and talented is about building on good general school provision, not about providing something entirely different.” Professor Deborah Eyre, 2001

Introduction

This policy is a statement of the entitlement of children with high ability at Eridge House School. It has been developed from reading and research, through staff consultation and by CPD and reflects the expertise of staff within the school. It also reflects the commitment of the school to support the able child.

Aims

- To support the abilities, personal qualities and talents of all children
- To ensure that all children receive an education appropriate to their abilities
- To provide teaching which makes learning challenging and enjoyable
- To employ a wide variety of methods of recognition of potential
- To recognise under-achievement and to seek to remove it
- To stimulate children through extra curricular activities and through curriculum enrichment
- To have the expectation that the curriculum for all will be extended by realising the needs of the most able
- To train staff and to provide for these aims to be achieved
- To work in line with the Primary National Strategy
- To work in close partnership with parents to meet the needs of all our learners

Definition

Children are usually defined as **gifted and talented** in the areas of:

- general intellectual ability
- specific aptitude in one or more subjects
- leadership
- creative and performing arts
- psychomotor ability

Children may be defined as **exceptionally able** if they are performing well above their chronological age in multiple areas.

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Identification

We use systematic observational assessment to in the EYFS and on-going formative assessment in the Lower and Upper Schools to identify children who may meet the definition of being gifted and talented. In addition the following methods will be used:

- background knowledge
- the expertise of the co-ordinator in supporting the judgement of the teacher
- peer nomination
- parent nomination

It should be noted that no one single method can be entirely accurate. The focus will be on providing an enriched curriculum for all children and identifying those children who require additional provision.

Classwork

Enrichment and extension work is provided by all teachers in all classes as part of normal differentiated provision. Gifted children often need more support than others in the classroom, but this does not necessarily mean that they need more structured activities. Sometimes it means they need more freedom and a little more guidance instead. More able children can be better supported by giving them:

- Space to make their own contributions in situations that are open ended
- The opportunity to take risks with the possibility of failure in non-threatening and well-organised situations
- Contact with other people like them
- A share of the teacher's time that is fair, focused and appropriate to their needs
- Activities that require them to spend a balance of time both working with urgency and reflecting quietly on their work
- Questioning structured to employ their higher-order thinking skills with similar answers to their questions
- Minimal instruction when possible, allowing them to use initiative and problem solving skills
- Opportunities to develop their work in directions they have chosen themselves
- Encouragement to use a range of alternative methods and approaches and organisational and presentation techniques
- Work set in ways that involve challenging creativity and imagination
- Schemes of work that incorporate starting points for work sometimes with clear steps and that are sometimes open-ended
- An appreciation that social and emotional maturity does not always equate with intellectual ability – asynchronous development

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- A range of teaching and learning styles – multiple intelligences
- Time created to extend, enrich and expand – not to repeat
- A range of differentiation and enrichment activities and strategies
- The opportunity and time to research for themselves

Organisation

Acceleration is not usually recommended because there may be social difficulties through differences in levels of maturity. In most cases it will be possible to address the needs of these children within the appropriate year group. However, there will be times when it will be appropriate for children to work with older children, through both curricular and extra curricular activities. Withdrawal groups may occasionally be used but will be carefully and sensitively monitored. Mentoring is valid and to be welcomed. The school will provide mentors from adults within the school.

Extra-Curricular Activities

These are highly valued for the gifted and talented child and include:

- Club activities – curriculum subjects, plus chess, fencing, karate and other specialist activities
- Activity days and Master classes - these may be organised by the school, the Local Authority or the regional partnership
- Day and residential visits
- The use of specialist teachers e.g. teachers from secondary schools, visiting artists and authors
- A broad, creative curriculum, giving children a chance to thrive

Monitoring and Review

The following people can support this through regular reviews:

- Headteacher
- Gifted and Talented Co-ordinator/Leading Teacher
- The co-ordinator for PSHE will support pastoral issues.

The Learner Academy

Pupils who are eligible may register as Associate Members of The Learner Academy. Teachers and children will use the Young Gifted and Talented (YGT) website as a learning resource www.ygt.dcsf.gov.uk

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The National Association For Gifted Children (NAGC) has developed ten principles of good practice for schools. They are:

1. Flexibility in meeting needs
2. Valuing diversity, dealing with underachievement
3. A partnership with pupils and parents
4. The leadership of the Headteacher and Senior Management Team
5. Regular observation and review with early and prompt intervention
6. High teacher expectations
7. Positive attitudes by teachers who are prepared to "Go the extra mile"
8. Close primary/secondary liaison
9. Good use of external resources
10. The absence of labels, working to the child's strengths.