

RAISING THE ACHIEVEMENTS OF THE GIFTED AND TALENTED PUPILS AT HASBURY CHURCH OF ENGLAND PRIMARY SCHOOL

ENTITLEMENT

Considering the needs of able children is a part of ensuring the entitlement of all children to an appropriate education. Appropriate provision is part of offering equality of opportunity. This should mean diversity rather than sameness; different provision for different children, not the same for all.

POLICY RATIONALE

All children, including the more able, have a right to a challenging and appropriate education. We must ensure that able and talented pupils are given opportunities to use their abilities and that they are encouraged to achieve and excel.

The ethos of our School is to encourage excellence and celebrate achievement in all areas of its life.

Educational research identifies a clear problem - that it is very rare for children to be required to undertake work which is too difficult for them, and that tasks for the more able pupils are particularly ill-matched. However, research also shows that schools willing and able to meet the needs of able pupils raise standards for all children. All areas of classroom practice are enhanced when we think carefully about the curriculum we are offering.

It is therefore the aim of the School to:-

- enable all pupils to demonstrate their full potential,
- develop all pupils individual aptitudes,
- recognise their wide range of talents and abilities.

In order to achieve the above we need to:-

- ensure we provide a challenging and appropriate education for the more able, providing a learning culture where achievement is valued, recognised and celebrated,
- identify and keep a register of more able pupils using the methods outlined later in this policy,
- develop and use strategies inside and outside the classroom to provide extended and enriching opportunities for more able pupils.

DEFINING WHAT WE MEAN BY THE GIFTED AND TALENTED PUPIL

The following definition is provided by the DCSF:

- Gifted pupils are those who have abilities in one or more subjects in the statutory school curriculum other than art and design, music and PE
- Talented pupils are those who have abilities in art and design, music, PE, or in sports or performing arts such as dance and drama.

All able children will show talent or ability in any of the following areas, either singularly or in combination;

- general academic ability,
- specific academic ability,
- physical ability,
- ability in the expressive arts,
- creative ability,
- leadership qualities,
- social skills,
- artistic ability.

The School adopts an inclusive approach to identifying our gifted and talented pupils. It is probable that 1 – 2% of our pupils may be seen as gifted or exceptionally able, 10 – 20% as able, i.e. several areas, and as many as 30 – 40% as able in one or two areas.

IDENTIFYING THE GIFTED AND TALENTED CHILD

A gifted and talented child register has been drawn up using the following methods and information.

- Baseline Assessments / discussion with parents on the child's entry into school.
- SAT/ QCA assessments.
- Teacher referral based on their personal assessments of a pupils' performance.
- Parent / peer nomination.

All staff have a copy of the register. Classroom teachers are responsible for identifying and informing the Gifted and Talented Child Co-ordinator of more able children in their classes.

The Co-ordinator ensures the drawing up and update of the register on a yearly basis and where appropriate will make comments/reasons about children who are added or removed from the register.

<p style="text-align: center;">STRATEGIES TO ENSURE EFFECTIVE PROVISION FOR THE GIFTED AND TALENTED CHILD</p>
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- Wide dissemination of the register in school.
- Withdrawal, when appropriate to work with specialist teachers, SENCO or Gifted and Talented Co-ordinator.
- Grouping/setting by ability in subject areas if considered appropriate. (However it must be recognised that there will be a wide range of ability requiring differentiation.)
- The provision of differentiated home-work.
- Enrichment and extension activities across the curriculum.
- Schemes of work that address the needs of able pupils.
- Planning which differentiates learning activities to meet the needs of individual pupils during lessons, e.g. through outcome, task, support, organisation, resource.
- The provision of a range of resources to accommodate the needs of gifted and talented pupils.
- The provision of extra curricular activities.
- The use of house points and Champion of the Week Certificates, which value individual achievement.
- Links with other institutions, secondary schools, colleges, industry, where appropriate.
- Pupil self-assessment – enabling more able children in particular to think more carefully about their learning, encouraging greater independence and involvement in their own learning process.

It is the responsibility of the SLT to provide support and resources.

It is the responsibility of the Gifted and Talented Child Co-ordinator to co-ordinate provision.

It is the responsibility of the class teacher to provide a challenging, stimulating and appropriate curriculum in his/her classroom.

It is the responsibility of all staff to be aware of and cater for gifted and talented children.

MONITORING AND EVALUATION

The effectiveness of our policy and provision will be accessed by using the following criteria:-

- the number of pupils identified and the use made of this information
- the range and use of strategies to support and encourage gifted and talented pupils
- the allocation and use of resources targeted for gifted and talented pupils
- the range of extra curricular activities available and their take-up by gifted and talented pupils
- INSET undertaken by staff
- the climate for learning within the School which allows pupils to succeed
- an increase in the number of pupils achieving Level 3 at the end of KS1 and Level 5 at the end of KS2 in their SATs and teacher assessments.

THE ROLE OF THE GIFTED AND TALENTED CO-ORDINATOR

In order to ensure and improve provision for our more able children, the co-ordinator is responsible for the following areas:-

- organising INSET and provide advice/support to colleagues,
- liaising with parents, seeking and encouraging their support and involvement,
- maintaining the School's Gifted and Talented Child Register,
- overseeing monitoring procedures,
- ensuring schemes of work and planning reflect the needs of the more able child,
- establishing links with other schools and agencies,
- reviewing and evaluating the effectiveness of the School's Policy.

<p style="text-align: center;">WHOLE SCHOOL OPPORTUNITIES WHICH WE EMPLOY AT HASBURY TO ENRICH AND EXTEND THE CURRICULUM</p>

(These activities are open to all, but give the more able the opportunity to develop their particular skills.)

Regular activities at whole school level.

- Drama Productions
- Musical Concerts and Borough festivals
- Termly Talent Show
- Sports Day/ District Sports/ Tournaments/ Competitions
- Class Assemblies/ Acts of Worship in school and church
- Pupil led fund raising activities
- Yr 6 responsibilities and tasks

School-wide initiatives

- Librarians
- Fund raising events organised by pupils themselves
- Lunchtime assistant monitors
- School Council
- Playground Play Leaders

Visitors to School:

- Use of LA advisory teachers
- Local Community – clergy, business/industrial links/local politicians/public services, Police, Fire, and Health Carers.
- Drama / Theatre Groups
- Musicians
- Story Tellers / Poets
- Sports Coaches
- Parents

Educational Trips:

- Museums / Art Galleries
- Historical Buildings / Sites
- Geography Field Trips
- Residential Trip – Astley Burf

Partnerships:

- Dudley Music Services
- Leasowes Community College, Earls High School, Windsor High School providing many enhancing/enriching programmes/activities
- Newman College of Further Education, UCE, Worcester College

Clubs and Societies:

- Dance Clubs
- Art and Craft Clubs
- Sports Teams, e.g. Football, Netball, Cricket & Rounders Teams
- Computer Club
- Christmas Magazine / Termly Newsletter Group
- Sports Clubs (Football, Tag Rugby, Tennis, Basketball, Cricket, Multi skills)
- Choir
- Chess Club

Competitions:

- National and local stories / poems
- Fire Quiz / Environmental Quiz
- Art – drawing and painting
- Story /poetry writing for World Book Day and School Poetry Festival
- Children’s Parliament – debating competition
- Dudley Library Book Quiz