



BERKHAMPSTEAD SCHOOL

Gifted and Talented School Policy

Introduction

This policy is a statement of the entitlement of gifted and talented children at this school.

The policy reflects the commitment of the school to support the able and gifted child. The Governors will be aware of these needs and that there should be provision within the budget for resources. However, at Berkhampstead, we consider all pupils to have strengths and abilities – academic, sporting, musical, artistic, dramatic, emotional etc – and strive to operate an inclusive policy wherever possible.

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 seek to remove it.
- To stimulate children through extra-curricular activities and through curriculum enrichment.
- To train staff and to provide for these aims to be achieved.
- To compile a Gifted and Talented Register.
- To provide an agreed, shared definition of the terms 'gifted' and 'talented'.

Definition

Children are defined as 'gifted' if they are very able in one or more subjects but not including art, design, music, performing arts or PE. 'Talented' children demonstrate advanced skills in art, design, music, performing arts or PE. Students who are Gifted and Talented are those who display a range of high-level skills in both academic and creative subjects.

The term 'gifted and talented' is not to be understood as referring to the most able children in the national population. The term should be seen as relative and refers to the top 5% to 10% of any school, regardless of the ability profile of pupils at the school.

Within our school we recognise that gifted and talented pupils can be:

- good all rounders
- high achievers in one area
- of high ability but have poor writing skills.

We also recognise that those pupils who are gifted and talented do not always show their ability. Such pupils are gifted and talented even though their abilities may be hidden or remain as potential.

Recognition

Children are continually assessed by means of national standardised tests and other assessments throughout the school. In addition the following methods will be used:

1. teacher observation and assessment – including test scores and reading ages.
2. background knowledge
3. the expertise of the Gifted and Talented Co-ordinator in supporting the judgement of the teacher
4. parent recommendation

No one single method can be entirely accurate.

The school will seek to provide an enriched curriculum for all children. Through this it will be possible to identify the most able. The school will then seek to provide further guidance.

PROVISION (GENERAL) – IDENTIFICATION –PROVISION (SPECIFIC)

Organisation

Acceleration (moving a child up a year) is not usually recommended because there may be social difficulties through differences in social and/or emotional maturity; it should be possible to address the needs of gifted and talented children within the appropriate year group. However, there may be times when it will be appropriate for children to work with older children.

Class work

The teacher has an important role when it comes to offering a challenge to gifted/talented children within the class. This can be done through:

- Appropriately challenging questioning both oral and written.
- Differentiation of work to provide activities that require higher order thinking skills eg enrichment and extension work.
- Opportunities to work in pairs or groups with others of similar ability.
- Being aware of any pupils that may be underachieving and working to address this.

NB The teacher should never underestimate any pupil within the class and so should give all children the opportunity to tackle such challenges if it is felt appropriate.

Role of the Co-ordinator

The Gifted and Talented Co-ordinator should:

- attend programmes of continuing professional development in order to maintain the up-to-date knowledge and understanding of work in their field
- lead the identification of gifted and talented children
- formulate, evaluate and revise the school's policy for gifted and talented children
- organise in-service training, and make arrangements to induct new staff in the policies and arrangements for these children
- build, maintain and organise any resources necessary for teaching able children
- organise projects and activities to stimulate and challenge children, including extracurricular activities

Extra- Curricular Activities

Extra-curricular activities are highly valued for our gifted and talented children; however due to our inclusive policy, the opportunities below are given to all the children:

1. Club activities – curriculum subjects, plus chess, photography, gardening etc.
2. Day and residential trips and visits. On occasion, other schools invite a limited number of children to attend a special event – for example, MFL Days or Maths and Science Challenges. Children are selected for these on the basis of the enthusiasm and diligence they show for the subject; **this selection criterion should be made clear to the children when selections are announced.** The exceptions to this are sports teams, where it would be dangerous to play above one's level, and musical events, where a particular performing standard is required in order to tackle the musical programme.
3. Use of activities time eg Carousel.
4. The use of specialists, visiting artists and authors etc.
5. A broad, creative curriculum, giving children a chance to thrive.
6. Awards assemblies where outside excellence is applauded and recognised eg County players' sporting successes, Writing Competition successes, participation in events such as Dancing, Competitions, Gymkhanas, Triathlons etc.
7. Special Days eg STEM Day, House Drama, House Shout.

Co-ordinating and Monitoring

The following people can support this through regular review:

1. Head/Deputy Head
2. Director of Teaching and Learning
3. Gifted and Talented Co-ordinator

Review and Development

Each year, during the summer term, the school will draw up a register of able children in each year group. Their progress will be monitored.

Secondary Transfer

The school will continue to liaise with local secondary schools to provide information on Gifted and Talented Pupils.

Support

The school should be able to access support through: NACE and NAGC

Teachers could use the Young Gifted and Talented website as a learning resource.

www.dcsf.gov.uk/ygt.

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 Head and SMT
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. Primary/secondary liaison
9. Good use of external resources
10. The absence of labels, working to the child’s strengths