



LONG CLOSE SCHOOL

Gifted & Talented Policy: Prep School

Date reviewed: 13 September 2016

Next Review: 13 September 2017

S. Field, Head of Prep School

We believe in providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. The purpose of this policy is to help ensure that we recognise and support the needs of those children in our school who have been identified as 'gifted' and/or 'talented'.

We recognise that responsibility for Gifted & Talented provision is a whole-school issue and lies collectively with all staff, supported by the Gifted & Talented Coordinator and the Senior Leadership Team. We aim to equip all staff to effectively meet a wide range of able or very able children's needs. Lessons provide differentiated activities to meet these needs. Therefore, the teaching of such children is considered to be a whole school responsibility

Aims:

The aims of our Gifted & Talented provision at Long Close are:

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

Definition:

In the national guidelines the terms are distinguished as follows:

'Gifted' refers to a student who has a broad range of achievement at a level well above average, typically in the more academic subjects

'Talented' refers to a student who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.

While we recognise and cater for these particular categories of children in our school, at the same time we respect the right of *all* children, irrespective of differences in ability, to access various areas of learning, both for their self-fulfilment, and for their eventual development into active and responsible adults. In our mission statement we declare accordingly that we value the individuality of all our children.

Identifying Gifted & Talented:

As children progress through the school we assess them, formatively and summatively, to monitor their progress and to ensure that they are making the sort of progress that we are expecting of them in their personal targets.

Pupils who achieve standardised scores of 130+ in one or more subject area may be considered 'gifted'. These children are then entered on the Gifted and Talented register. It is possible for individual members of staff to enter a child's name into the register as being particularly gifted in French or talented in Art, Music and Physical Education/ Sport, as long as they can support this with data or measured information.

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Each teacher regularly reviews the children's progress. Teachers discuss the children's progress with parents at the twice yearly consultation mornings, and report annually on each child's progress in July.

Aptitudes in English and Mathematics:

Gifted children in *English* are identified when they:

- demonstrate relatively high levels of fluency and originality in their conversation;
- use research skills more effectively to synthesise information;
- enjoy reading, and respond to a range of texts at a more advanced level;
- use a wider vocabulary, and enjoy working with words;
- see issues from a broader range of perspectives;
- use more-advanced skills when engaged in discussion.

Gifted children in *mathematics* are identified when they:

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

Teaching and Learning Style:

Our teachers 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, such as 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

Students are familiarised with a variety of organisational strategies as they move through the school. These strategies can be used by all pupils, but give due scope to higher achievers.

In the Prep School all pupils are set academic targets in English and mathematics. Teachers regularly review the progress of children. This enables teachers to plan work that reflects the ability band of each group. Pupils will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

Roles and Responsibilities:

The Head of Prep School coordinates the provision and practice within the school for gifted and talented children. This role includes:

- Running a register of gifted and talented pupils, and keeping it up to date
- Supporting staff in the identification of these children
- Liaising with parents and other agencies on related issues

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- Monitor teaching to ensure there is differentiation and suitable challenge and extension for gifted and talented pupils

Gifted & Talented Register:

At Long Close School, a Gifted & Talented register is set up and maintained by the Head of Prep School. This is shared with all staff and is available on the Long Close Intranet.

S Field, Head of Prep School
13/09/2016