

MERE SCHOOL

Policy for Gifted and Talented Pupils

Aims

- The governors and staff at Mere School acknowledge the potential of each individual pupil and as such seek to support the gifted and talented within our school through a broad range of opportunities.
- We believe that the social and emotional growth of gifted and talented pupils should be encouraged alongside the development of academic and practical potential.
- We seek to be inclusive in our approach and sensitive to the potential impact of labelling a group as gifted and talented.
- In the pursuit of school-wide excellence we aim to provide opportunities for all pupils to reveal, display and extend their abilities.
- We believe that supporting the needs of gifted and talented pupils is a factor in raising the achievements for all.
- We believe in providing appropriate challenge within the broad and balanced curriculum of the school.

Definition of Gifted and Talented

- We use the DfES terms gifted and talented. Gifted refers to pupils who achieve or have the ability to achieve at a level significantly in advance for their year group within our school, in one or more subjects in the statutory curriculum. Talented refers to pupils who have this ability or potential in art, music, PE, sport or creative art.
- We recognise that these pupils will be drawn from the top 5 – 10% of their cohort.

Identification Strategies

- We aim to identify gifted and talented pupils using a variety of methods.
- We use checklists to help teachers with their initial identification.
- We promote the early identification of gifted and talented pupils, use information passed on by other schools and exchange information within the school.
- We use SATs scores and internal test results.
- We are aware that latent talent or potential may go unrecorded, that social background/lack of opportunity may disadvantage pupils and that some pupils perform poorly in tests. To redress this, teachers will be encouraged to use their professional judgement and experience through observation of pupils; rates of progress in acquiring relevant knowledge, skills and understanding; determination to succeed and the opportunity available to them to realise their potential.
- Mr Marshall is responsible for the 'big picture', the introduction of the agreed policy, its monitoring and review.

School and Beyond – Differentiation

We aim within the given structure of the school to:

- group pupils in ways which teachers/curriculum leaders feel will maximise the quality of teaching and learning.
- identify in planning differentiated work/resources and opportunities for open-ended homework.
- consider fully the appropriateness of acceleration, fast-tracking and setting.
- use in-class support to further the learning of our gifted and talented pupils.
- develop and provide opportunities for extension work/projects.
- provide opportunities for access to the internet.
- offer study support.
- provide appropriate pastoral care in recognition of the particular emotional and psychological needs of gifted and talented pupils.

- consider the use of individual education plans.
- provide opportunities for professional development of individual teachers to inform teaching strategies.
- make contacts with experts external to the school.
- provide a wide range of extra curricular opportunities to encourage talent to flourish.
- access the more able programme delivered by Gillingham School.

Teacher/Pupil Skill Development Across the Curriculum – Differentiation

We recognise that gifted and talented pupils are entitled to develop their knowledge, skills and understanding in full, we will endeavour to promote this through the enhancement of teachers' own awareness and skills.

- We will ensure the teaching of questioning skills to a high level.
- We will promote the teaching of thinking and problem solving across all curriculum areas.
- We will provide opportunities to develop effective research techniques, library and ICT skills.
- We will encourage the development of a wide variety of recording and communication skills.
- We will promote a culture of determination to succeed.
- We will encourage and celebrate the expression of special ability – musical, sporting, theatrical performances and art work through the whole school acknowledgement (certificates, assemblies etc).

Monitoring, Assessment and Review

Mrs Bundy is responsible for gifted and talented pupils who will consult with teachers to monitor the needs and progress of identified pupils. She will ensure that:

- all teachers are involved in identifying gifted and talented pupils annually as a whole school process.
- liaise with teachers to develop and agree effective methods of collecting and monitoring data pertaining to the gifted and talented pupils.
- the needs of gifted and talented pupils are being met.
- maintain and publish an up-to-date register of gifted and talented pupils.
- develop links with feeder schools for information exchange, sharing good practice, teacher support, resource loans etc.
- provide INSET to raise staff awareness of the characteristics and needs of gifted and talented pupils.
- liaise with parents and external agencies, attend meetings when necessary to ensure the needs of gifted and talented pupils are understood and met.
- organise and monitor the mentoring scheme of gifted and talented pupils.
- consult with gifted and talented pupils in order to monitor the effective implementation of the policy.
- provide information for the governors (Mrs J Cole).
- work with the head teacher to provide a statement of provision for the next school brochure.
- review the policy (with SEN policy) annually in accordance with DfES guidelines.

Summer 2009

Review: Summer 2010