



BRAMLEY VALE PRIMARY SCHOOL

**Every Child
Every Day**

Gifted and Talented Policy

**Date: 12th May 2020
F154 -19/20**

Written by: Jamie Grafton

Motto

Our motto reflects what is most important to us and knowing that **Every child, Every day**, is in school, engaged in their learning journey and making progress.

Values

We have **7 core values** we will support the children in developing.

1. **Pride** - A strong sense of pride in their abilities, achievements and appearance. To support peers celebrating their abilities and achievements. To demonstrate a sense of pride in our school, environment and the wider world.
2. **Positivity** - A positive attitude and approach to learning and life and trying to see the good in each experience.
3. **Independence** - self-confidence and self-belief to achieve their own personal success.
4. **Resilience** - A developing ability to bounce back after a difficulty and help others to do the same.
5. **Kindness** - to be kind to themselves and take time to practice mindfulness. To be kind to others, understanding we all have needs, feelings and beliefs that deserve respect.
6. **A sense of adventure** - a passion for adventure, an appetite for fun and a willingness to take sensible risks.
7. **Creativity** - A confidence to express their creative flair, personal passions and develop their imagination and resourcefulness.

Aims

As a team, we work together to provide a safe, engaging learning environment with a unique 'family feel'.

We nurture the personal development needs of each learner and prepare our children for the future by developing confidence, a love of learning, positive relationships and coping skills. We want children to have fun, play and laugh.

Gifted and Talented Policy

Vision statement:

'to create an excellent and challenging learning environment for the future through the promotion of creativity, high aspirations and perseverance'

'to create a supportive, caring atmosphere of mutual respect, extending to the wider community'

RATIONALE

- ❖ We at Bramley Vale School are committed to promoting achievement and raising standards by providing an environment which encourages all pupils to maximise their potential and develop their talents and abilities to the full. We aim to provide teaching that makes learning challenging and enjoyable and enables pupils to develop their personalities, skills and abilities intellectually and socially.
- ❖ We recognise the need to promote appropriate opportunities to cater for the more able.
- ❖ Our approach is inclusive, recognising a child's right to a broad, relevant and challenging curriculum.
- ❖ We encourage hard work and recognise and reward achievement.
- ❖ We are committed to working for quality and equality of opportunity.
- ❖ We aim to see that all pupils reach their potential in all aspects of the curriculum by ensuring that there is an efficient system of identification, programme planning and monitoring.

METHODS: WE WILL

- ❖ Support teachers in identifying and monitoring a child's needs at the earliest possible stage.
- ❖ Ensure that all procedures for identifying gifted and talented children are known by everyone in the school community.
- ❖ Use a range of identification and assessment procedures for gifted and talented pupils.
- ❖ Devise strategies for provision which include both organisational and curricular strategies as part of a differentiated, extended and enriched experience.
- ❖ Provide professional development opportunities for teachers and other appropriate personnel where necessary.
- ❖ Raise pupils' levels of achievement.
- ❖ Develop appropriate teaching and learning programmes.
- ❖ Provide a supportive social, emotional, pastoral and educational environment for all pupils.

DEFINITION

- ❖ **'Gifted'** refers to students who achieve, or have the ability to achieve, significantly above average compared with other students in their year group in one or more National Curriculum subjects other than art, performing arts or physical education.
- ❖ **'Talented'** refers to students who achieve, or have the ability to achieve, significantly above average compared with other students in their year group in art, performing arts or physical education.

IDENTIFICATION

A gifted or talented pupil is identified: through teacher assessment and judgment in conjunction with performance in national curriculum and other standardised tests. This professional assessment is carried out through:-

- Analysis of information coming from EYFS/KS1 SATS
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 - Teacher observation in a range of learning contexts, both in and out of the classroom
 - Discussion of pupils with colleagues
 - Discussion with the child
 - Consultation with the parents/carers
 - Ongoing assessment using open/differentiated tasks
 - Careful record keeping and pupil tracking (using the school's established procedure)
 - Collation of evidence (ie individual pupil's work)
 - Subject-based checklists
 - Analysis of KS1 SAT scores
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- ❖ A register of those students who have been identified as gifted, talented or both will be maintained by the school. This will be reviewed annually and is NOT viewed as a closed document.

 - ❖ 10% of pupils in each year group, of which at least two thirds are gifted and one third talented - will be identified to form the gifted and talented cohort.

 - ❖ Pupils new to the school, entering at any time through the academic year, may be added to the list.

PROVISION

Differentiation of work and opportunities for extension and enrichment are included in all planning.

We aim to:

- ❑ Create an ethos where "it is OK to be bright"
- ❑ Encourage all pupils to become independent learners
- ❑ Use a variety of whole-school opportunities including:
 - Special activities (eg class assemblies, school plays, sports days etc)
 - Involving pupils in working in a range of settings and combinations - as individuals, in pairs, in groups, as a class, cross-year, cross-school and inter school groupings
 - Giving pupils opportunities to serve on various working parties (eg newsletters/prefect /mini leaders/sports crew)
 - Educational visits
 - Residential trips
 - Visitors to school
 - Competitions
 - Recognising achievement (teacher praise, end of topic assemblies, head's award etc)
 - Collect resources and contact addresses for use by GT pupils

In the classroom we understand the importance of establishing what prior knowledge, understanding and skills pupils have so as to avoid unnecessary repetition of work.

- ❑ We encourage independence and autonomy and support pupils in using their initiative
- ❑ We encourage the use of a variety of resources, ideas, methods and tasks. For example, mastery in Mathematics
- ❑ We encourage pupils to reflect on the process of their own learning

Teaching and learning programmes will take account of pupils' various preferred learning styles and specific needs.

The following strategies are employed where appropriate:

- Varied and flexible pupil grouping, sometimes allowing able pupils to work together, sometimes allowing them to take particular roles in mixed-ability groups
- Differentiation by task (including differentiated homework)
- Differentiation by outcome
- Targets for all abilities
- Specific work for G&T pupils identified on teachers' planning

Out of the classroom we aim to provide:

- A wide range of extra-curricular activities and clubs
- Enrichment weeks and local and residential trips
- Where possible, the use of outside agencies for training and provision

Transition and transfer between phases

We will ensure that records of each pupil and their inclusion on the G&T register is efficiently passed to their next school

Monitoring effectiveness of policy

This policy and its effectiveness will be reviewed regularly by the gifted and talented co-ordinator, who will also maintain documentation of pupil's progress and achievements, which will be updated regularly.

The school's success in meeting the needs of gifted and talented pupils is evaluated using the following indicators:

1. Records of individual pupil progress
2. Value-added information
3. Pupils' comments
4. Parents' comments
5. Feedback from subject departments and class teachers
6. Ofsted inspection/Raise online reports

This policy will be reviewed bi-annually by the school co-ordinator in consultation with staff.

Written by Jamie Grafton May 2020

Agreed by governors _____

To be reviewed May 2022