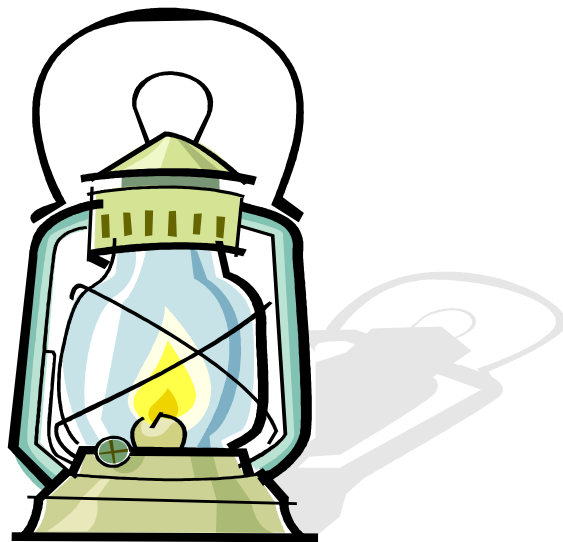




GIFTED & TALENTED POLICY



Spring 2015



“Shine like a lantern in the presence of the Lord.”

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St Bede's Aims for Gifted and Talented

To identify children who are gifted and talented including those who are underachieving.

To ensure that pupils with outstanding or exceptional abilities are supported to make appropriate progress.

To develop a curriculum that is broad and balanced and which impacts on the achievements of the gifted and talented.

To provide opportunities that will boost the achievements of the gifted and talented both in and outside of the classroom

To implement the values of inclusion so that the potential of the gifted and talented can be realised.

St Bede's Definition of Gifted and Talented

St Bede's Gifted and Talented policy aims to identify and support children who have the potential to achieve higher than the expected level for their academic year.

Children can excel in two areas:

Gifted

- General intellectual abilities
- Specific aptitude in one or more subjects
- Creative or productive thinking
- Leadership qualities

Talented

- Ability in creative or performing arts
- Physical ability

Note when distinguishing a Gifted and Talented Pupil

Learners who are gifted and talented can be very varied, and identification needs careful consideration. There may be 3 types of very able learner:

- The high flier, who responds at high levels to differentiated and challenging tasks.
- The coaster with a pattern of low level response.
- The disaffected, with potentially problematic behaviour that can mask potential ability.

Identification of Gifted and Talented Pupils

Children who are either gifted or talented can be identified using the following procedures:

- Teacher and classroom assistant observations of pupil behaviour.
- Use of standardised tests (Maths identification).
- Records from previous school

The process of nominating gifted and talented children needs to be carried out annually, as children are developing all the time through the varied experiences being provided at school.

The Process of Identification of Gifted and Talented Pupils

1. Teachers begin the process of identification by talking with staff that have experience of their pupils, asking which individuals have or may have outstanding gifts and talents.
2. Teachers to look at the predicted grades of their class. If a child is predicted these grades of achievement for the end of the academic year, they need to be put onto the Gifted Register and tracked throughout the year to ensure they meet these targets.

Definitions in St Bede's	What we have in place
<p>How we identify Gifted Children;</p> <p>Reception – Exceeding Early Learning Goal Year 1 – achieving 2A + (at the end of the year) Year 2 – achieving 3B + (at the end of the year) Year 3 – achieving 4B + (at the end of the year) Year 4 – achieving 5C + (at the end of the year) Year 5 – achieving 5A+ (at the end of the year) Year 6 – achieving 6C + (at the end of the year)</p>	<ul style="list-style-type: none"> • Quality first teaching. • Differentiated work. • Maths Challenge boxes. • Problem solving tasks. • Extending writing tasks in Big Write weekly. • Targeted open questioning. • Opportunities to lead peers. Learning e.g. teach the recorder lesson, create P.E activities. • Individual targets for literacy and Maths. • Extension task for each lesson, using a range of resources and ICT.
<p>How we identify Talented Pupils</p>	<ul style="list-style-type: none"> • Opportunities to display their talents in school assemblies or themed days e.g. Irish dancing. • Questionnaire to parents/pupils to share any hidden talents. • After school clubs.
<ul style="list-style-type: none"> • These are pupils deemed by class teacher/LA's or outside instructors as talented in music/art or sport. 	

3. Gifted and Talented Register- Appendix 1 [all on the staff drive Gifted and Talented/ 2013.2014] giving a basic profile of achievement for each Gifted and Talented pupil, and description of Gift or Talent.
4. The register details should be entered into the school database, for further analysis.
5. The register is also broken up in to Areas of Gift and Talent in order to monitor the progress of children.