

Daubeney Middle School

GIFTED AND TALENTED: Summary of the Policy Statement

General Rationale

There are gifted and talented children in all our schools and it is our responsibility as educators to enable the potential of each to be fulfilled. Effective practice for gifted and talented learners is invariably good practice for all.

Definitions

Gifted and talented children are those who achieve, or have the capacity to achieve, significantly above average for a pupil in their year group.

In defining what is meant by the term 'gifted and talented', we have adopted the following definitions:

- those who show an exceptional talent. This might be in areas such as music, art or sport, or a less easily acknowledged talent such as leadership, creative imagination or social maturity (talented);
- those pupils who possess a general academic learning ability which is significantly greater than those of their peers (gifted).

"All-rounders" are children who are both gifted and talented.

It is important to recognise that not all gifted and talented learners are obvious achievers. Many actually underachieve - their potential is masked by factors such as frustration, low self-esteem, lack of challenge or low teacher/parent expectations. Pupils from homes where English is an additional language may struggle to express themselves in school. Others underachieve because they have learning disabilities that obscure or eclipse their gifts or talents. This is known as dual exceptionality. To enable these pupils to fulfil their potential, it is vital to give everyone the opportunity to excel.

Identification

The gifted and talented are a diverse group and their range of attainment will be varied. Some do well in statutory national curriculum tests, world-class tests or national qualifications. However, being gifted and talented covers much more than the ability to succeed in tests and examinations. For example, gifted and talented learners may demonstrate:

- leadership qualities;
- high-level practical skills;
- a capacity for creative thought.

We use a range of strategies for identification. Together these allow meaningful identification of an appropriate cohort:

- Quantitative test data: this can include CATS, SATs, QCA, etc;
- Qualitative information: this includes:-
 - teacher recognition: data from conversations, marking and monitoring, classroom observation;
 - parental or peer nomination;
 - information from feeder schools and outside agencies, predicted progress between key stages, analysis of progress - the latter is available at www.standards.dfes.gov.uk/giftedandtalented.

External factors such as the nature of support from parents/carers and the experiences at home have a major impact on the development of a pupil's abilities, as do the opportunities that are afforded to the pupil at school.

Strategies

Role of Curriculum/Year Leaders

Our subject and year leaders ensure that good provision is made for Gifted and Talented pupils through their support and monitoring of teachers' planning, schemes of work and the performance of pupils.

Role of the class/subject teacher

The teacher in the classroom is at the heart of our school's provision for Gifted and Talented pupils. Our teachers cultivate effective learning environments by:

- providing suitably challenging activities and questions to extend the core learning tasks;
- encouraging pupils to take risks, to play with ideas and to regard all answers, whether right or wrong, as productive opportunities for learning;
- consulting with Gifted and Talented pupils on their preferred learning styles and planning for these;
- providing rigorous and constructive feedback to pupils on their work;
- looking for opportunities to widen the scope of learning activities beyond the school and the classroom.

Role of the Pupil

Our pupils are involved in articulating what helps them to be effective learners. They are given opportunities to:

- develop the language to discuss the process of their learning;
- raise their awareness of their own preferred learning styles;
- participate in setting targets for learning including how they will evaluate the outcomes.

Use of Outside Agencies

We will exploit provision and support from all relevant agencies, including those that provide courses for gifted and talented children.

A copy of the full Inclusion Policy can be obtained from the school office or by email