Marine Academy Primary

Gifted and Talented Policy

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MARINE ACADEMY PRIMARY POLICIES

VERSION CONTROL SHEET

POLICY NAME: Gifted and Talented Policy

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01-06-13	Gifted and Talented Policy	TBC	New policy

Gifted and Talented Policy

This policy outlines Marine Academy Primary's approach to Gifted and Talented (G&T) pupils; their identification, management, opportunities, success criteria and the overall programme.

MAP2's Aims for G&T

- Identify students who are achieving or have the potential to achieve significantly above their Age Related Expectations (ARE).
- Provide for the learning needs of those children through a high-quality educational experience.
- Ensure that G&T pupils are appropriately challenged so as not to lose confidence and motivation or become bored or disaffected.
- Develop effective and inclusive practice which will lead to whole school improvement.
- Provide a broad range of enrichment through additional, external learning opportunities, specially targeted for the development of G&T pupils – currently organised by the Excellence Cluster.
- Involve pupils and parents in the G&T programme and make them aware of the process and additional opportunities available for the child.
- Ensure G&T pupils are identified and teachers are made aware of them through the use of the G&T Register.
- Hold a central G&T Register used to measure the overall progress of both G&T children and the programme.
- Monitor within units, the progress of G&T pupils individually and as a group within the specific gift or talent regularly, whilst the G&T co-ordinator reviews their progress termly through the use of School Pupil Tracker.
- Encourage children to fulfil their potential in their academic, physical and creative achievements.
- Have high expectations that are supportive of such successes and ensure celebration of these.
- Our provision for G&T pupils is not intended to be elitist or divisive but should be seen within the context of meeting individual needs and raising standards for all pupils.

Definitions of G&T

The terminology which MAP2 will use to define our Gifted and Talented pupils will be:
- *Above Average* – those children achieving above their Age Related Expectations.
- *Gifted* – those children significantly achieving above their Age Related Expectations in academic subjects – Numeracy, Literacy-Reading, Literacy-Writing, Science, History, Geography, Modern Foreign Languages, Design Technology, I.C.T, Religious Education and PSHE.

- *Talented* – those children significantly achieving above their Age Related Expectations or showing an exceptional talent within creative subjects – Physical/Sporting Activity, Music, Art and Design, Performing Arts, Leadership and Social, Other Specified Area.

Our able children are identified on School Pupil Tracker, whilst our G&T pupils in each year group are identified, profiled and tracked through the use of our G&T Register, which all members of staff can access. The Register will continue to track those children who do not maintain their significant Gift or Talent and we will strive to enable these children to achieve their potential and continue to demonstrate their high achievement by seeking to identify and helping pupils to overcome their barriers to learning.

Identification of G&T Pupils

Our identification makes use of hard quantitative data and also draws on a wider range of qualitative evidence:
- Teacher assessment recorded on School Pupil Tracker.
- Parent Nomination where parents provide background knowledge of their children.
- Peer Nomination.

Pupils may be identified at any time and we aim to classify between five and ten percent of each cohort as being G&T. All such nominations will be recorded on the G&T Register with the names of pupils identified as being Gifted or Talented and details of the nomination so that their progress can be specifically tracked. Class teachers, the G&T Co-ordinator and the Principal will be fully involved in discussions about the Gifts and Talents of individual pupils. Once identified, pupils will remain on the Register unless they cease to meet the criteria for nomination for four new terms.

To ensure that a child is achieving significantly above their Age Related Expectations, allowing them to be deemed Gifted, they will need to achieve the levels below:

Year	Term	Gifted Level
1	Autumn	2.2
	Spring	2.2
	Summer	2.5
2	Autumn	2.8
	Spring	3.2
	Summer	3.2
3	Autumn	3.5
	Spring	3.5
	Summer	3.8
4	Autumn	3.8
	Spring	4.2

	Summer	4.2
5	Autumn	4.5
	Spring	4.5
	Summer	4.8
6	Autumn	4.8
	Spring	5.2
	Summer	5.2

Organisation of G&T

We currently have a G&T Co-ordinator, who is responsible for co-ordinating the G&T programme at MAP2. Their role is to:
- Set up and maintain the G&T Register.
- Liaise with class and subject teachers to support and encourage provision for those pupils.
- Research suitable resources and generally support staff in providing for those pupils.
- Develop a resources base using the G&T budget, as funds allow.
- Attendance at relevant training.
- Organise Teaching Assistants as appropriate to support children on the G&T enrichment activities.
- Ensure that all teachers keep appropriate records and that these are transferred to the next year group as appropriate, this can be as simple as being aware of those children that they teach who are on the G&T register and the specifics of their nominations.

Provision for G&T Pupils

This will depend on the individual learning needs of the pupil, yet a range of strategies can be considered:
- Differentiated planning to include a minimum of support, core and extension and is aimed at G&T children, not just the AA children. The differentiation can be by outcome, resource, task, dialogue, support, pace, content; i.e. adapting a task to make it more complex and create challenge by making it more sophisticated.
- Opportunities for children to work in a variety of grouping situations, e.g. whole class, group work, paired work, independent.
- Setting targets at a sufficiently high level to extend and challenge G&T pupils.
- Homework which again is specific to their level and therefore may need to be differentiated.
- Inclusion in enrichment activities.
- Opportunities for their achievements to be celebrated.
- Effective use of ICT.
- Questioning, explaining and challenging to extend thinking.
- Setting.
- Provision for a range of different learning skills.

- Opportunities provided to develop thinking skills, problem solving, higher order thinking and communication skills.
- Encourage the use of the G&T pupils as lead learners, as and when possible.
- Various use of the Teaching Assistant for support and further acceleration.
- Opportunities to develop own interests and learning strategies, enabling pupils to become independent learners.
- Classroom environment which develops and promotes high achievement by empowering learners.

Partnership between Parents/Carers of G&T Pupils

The involvement of Parents/Carers is an essential element of children's learning and well-being, their support is crucial in determining the educational outcomes of their children. Where parents and pupils are actively involved with schools in the development and planning of the pupil's education, inclusion is more likely to prove successful.

At MAP2, we will:
- Provide Parents/Carers with the opportunity to nominate their child to be part of the G&T Register by asking them to complete a form detailing their child's achievements.
- Discuss their child's inclusion on the school's G&T Register with Parents/Carers.
- Class teachers to liaise with Parents/Carers about this inclusion during Parent/Carer Meetings.
- Hold two new termly reviews against targets.
- Report on progress annually through written end of year reports.
- Communicate external opportunities to parents/carers for extension activities which are relevant to their child's Gift or Talent.

At MAP2, our overall aim is to provide good quality learning experiences for all of our pupils but with regards to this policy and for Gifted and Talented children in particular, through the following approaches:

- Whole School
- Within the Classroom
- Within the School
- Beyond the School