

Harbinger School Gifted and Talented Policy

Objectives

- To identify gifted and talented pupils in Harbinger Primary School.
- To increase awareness of the differing needs of these pupils amongst staff and parents.
- To ensure appropriate challenge in all areas of the curriculum.
- To support this curriculum development through relevant training and resources.
- To provide enrichment and extension opportunities which are relevant to the needs of gifted and talented pupils at Harbinger Primary School.
- To cater for a full range of pupil learning styles.
- To provide learning opportunities which are challenging and enjoyable.
- To monitor and evaluate progress on a regular basis.
- To develop links with other Excellence in Cities strands.
- To provide equality of opportunity for all gifted and talented pupils to pupils to achieve.

Definition

Able / Gifted and talented children are made up of the 5-10% of pupils who achieve or who have the potential to achieve, at a level in advance of the average for their year group in Harbinger Primary School.

Gifted children are defined as those with academic ability in one or more subjects in the statutory school curriculum other than art, music and PE.

Talented children are defined as those with ability in art, music, PE or any sport or creative art. The cohort will consist of at least two thirds with academic ability or a combination of academic ability and ability in the arts or PE.

Identification

We will identify the cohort in each year group using quantitative data and qualitative information.

Quantitative data will include the results of national curriculum assessments including SATs, optional SATs, teacher assessments and projections, and all other available test data such as reading tests, music, art and sporting assessments / examinations.

Qualitative information will include teacher assessment and nomination, classroom observation.

A register of Able [Gifted and Talented] pupils will be kept as part of the individual needs register for each class.

Roles and Responsibilities

The Responsible teacher will monitor Able / GT provision, report to the SENCO, as part of the Inclusion Team and SLT to keep them informed of ongoing provision for able / GT pupils and any new initiatives that the school may become involved with.

Equal Opportunities

We will ensure that the identification process is rigorous, transparent, fair, does not discriminate against particular groups and is flexible enough to deal with pupils who join the school part way through their school life or are late developers.

Provision

Within the classroom we meet the needs of able pupils by:

- Providing appropriate challenge through high quality tasks for enrichment and extension.
- Planning extension tasks based on the work being covered by the whole class.
- Planning for flexible and varied pupil groupings.
- Providing a wide variety of tasks, differentiating appropriately with a range of stimuli, resources, tasks, outcomes.
- Setting individual targets.
- Maintaining high expectations and celebrating achievement.

Outside the classroom we address the needs of able / GT pupils by:

- Providing a range of clubs, activities and learning opportunities that cater for the needs of able / GT pupils.
- Providing differentiated homework.
- access to any available support programmes and summer schools developed with a range of other partners within and outside the education sector.

Initiatives will be identified to improve transition between primary and secondary schools for these pupils.

Monitoring and Evaluation

Progress of able / GT pupils is monitored by:

- Class teaching team on a daily basis.
- Termly Pupil Progress meetings (H/T and class team)
- Termly discussion meetings involving all teaching staff/ at SEN meetings
- G & T coordinator to monitor individual needs register to ensure able pupils are being identified.