





DINGLE COMMUNITY PRIMARY SCHOOL

GIFTED AND TALENTED PUPILS POLICY

Date adopted:	16 th September 2010
Date reviewed:	2 nd September 2013
	27 th September 2016
	11 th December 2019
Next review due:	Autumn 2022
Reviewed by:	Governing Body
Signed:	 (Headteacher)
Signed:	 (Chair of Governors)
Date:	11 th December 2019

1. Introduction

Dingle Community Primary School values the abilities and achievements of all its pupils and is committed to providing, for each pupil, the best possible environment and opportunities for learning.

2. Aims

The school endeavours to:

- enable each child to achieve the highest academic standards they are capable of;
- help our pupils develop their personalities, skills and abilities, intellectually, emotionally and socially;
- provide teaching which makes learning both challenging and enjoyable and enables pupils to realise their full potential.

The school is committed to working for quality and equality of opportunity. All pupils are encouraged to maximise their potential, including pupils who are gifted or talented.

3. Definition of Gifted and Talented Pupils

Ofsted reported in 2009 ('Gifted and Talented Pupils in Schools') that the words 'gifted' and 'talented' can be used in different ways and that the DCSF used the following definitions:

- **Gifted:** ability or potential in one or more academic subjects; the top 5% to 10% of pupils per school as measured by actual or potential achievement in English, mathematics, science, history, geography, modern foreign languages, religious education, information and communication technology, or design and technology.
- **Talented:** ability or potential in one or more skills, whether artistic, sporting, interpersonal or vocational; the top 5% to 10% of pupils per school as measured by actual or potential achievement in the subjects of art, music or physical education. However, one element of the description should be emphasised: it is the top 5% to 10% of pupils *per school, regardless of the overall ability profile of pupils*.
- **Gifted and talented:** pupils with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).

The school recognises that gifted and talented pupils can be, for example:

- good all-rounders
- high achievers in one area
- of high ability but poor writing skills
- very able with short attention span
- very able with poor social skills
- keen to disguise their abilities

4. Identification of Gifted and Talented Pupils

Gifted and talented pupils are identified by making a judgement based upon an analysis of various sources of information including:

- information from our early years providers
- tests, including SATs and QCA
- teacher nomination, based on classroom observation, discussions with pupils
- peer and self-nomination
- parental nomination

5. Co-ordination of Gifted and Talented Provision

The Gifted and Talented Co-ordinators' are members of the Leadership Team with specific phase responsibility. The Co-ordinators' main responsibility is to take a leading role in developing the school's gifted and talented provision.

6. Gifted and Talented Register

A register of gifted and talented pupils will be reviewed annually in September, but updated and made accessible to all teachers on the school T: drive termly.

7. Gifted and Talented Strategies (see School Differentiation Policy)

In the classroom we aim:

- to develop differentiation, including homework, by support, resource, task and time
- to include opportunities for extension and enrichment through curriculum schemes of work
- to use varied and flexible pupil groupings, e.g. allowing able pupils to work together, or take particular roles in mixed-ability groups
- to provide challenging individual targets

The school will support pupils to become 'independent learners' by encouraging them to:

- organise their own work
- carry out tasks unaided, which stretch their capabilities
- evaluate their work and become self critical

The school will:

- provide mentoring for gifted and talented pupils
- allow such pupils to work with a different year group
- develop links with neighbouring schools and increase provision for gifted and talented pupils

Out of the classroom we aim to provide:

- a range of extra-curricular activities
- links with Gifted and Talented provision through the Dudley West Development Network of primary and secondary schools

8. Monitoring and Evaluation

The effectiveness of the policy will be reviewed regularly by the Leadership Team. The Headteacher will report to the Governing Body outlining the effectiveness of the policy. This report will include information relating to the following areas:

- the numbers of pupils identified
- a summary of the strategies which have been used in and out of the classroom
- an assessment of the effectiveness of the provision based upon both quantitative data, e.g. SATs, summative assessment tests and qualitative data, e.g. teacher assessment, evaluations and reports