

*ST LEO'S AND SOUTHMEAD
CATHOLIC PRIMARY SCHOOL
SERVING THE
COMMUNITY*



*GIFTED AND TALENTED
POLICY*

Reviewed September 2017
Next Review September 2018

SCHOOL MISSION STATEMENT

In our school, we want to celebrate God's gift
of life together;

By inspiring, enhancing and developing
tomorrow's talent, today!

We respect all; aiming to achieve and live our
values.

A place to allow humanity to flourish!



Gifted and Talented Policy
Reviewed September 2017

Introduction

St. Leo's and Southmead Catholic Primary School is committed to raising standards to which all children can aspire. We foster a learning community in which knowledge and ability is valued and talents are recognised, respected and celebrated. This policy outlines our approach in catering for the needs of our Gifted and Talented pupils.

Aims

We aim to provide equal opportunities for every pupil to realise his or her own potential both academically and socially through the development of the appropriate concepts, skills and attitudes.

In order to achieve this we will:

- Provide a stimulating and inspiring learning environment
- Value the individual by providing equal opportunities for each child
- Challenge all children by providing them with opportunities to achieve their full potential
- Encourage independent and positive attitudes towards learning
- Have a secure environment in which children feel happy to display ability and take risks
- Ensure the whole curriculum sustains standards and challenge
- Create opportunities for each child's abilities to flourish
- Work in partnership with parents/carers to help them promote their child's learning and development
- Work in collaboration with other schools and agencies to enhance learning opportunities

Definition

Gifted and Talented pupils in St. Leo's and Southmead Catholic school we accept the following definition:

“pupils with high potential ability in certain specific areas that can be developed further by effective teaching.”

Our definition of ability recognises academic and practical performance as well as those who show outstanding artistic, musical and creative talent, physical skills, leadership qualities and the ability to process ideas and information.

Identification

We acknowledge each child has gifts and talents and abilities develop at different rates and in different circumstances so it is essential to never regard a child's potential as fixed.

In our school a wide range of identification strategies are utilised to develop each child's gifts and talents.

- Pupils work
- Parental feedback
- Assessment data (baseline assessment, Foundation Stage profile scores, KS1 SAT, N.F.E.R. optional tests years 3,4,5, KS2 SAT)
- Records of progress and achievement
- Teacher observation and continuous assessment
- Information from previous schools
- Self or peer nomination
- Outside agency guidance

Provision

We aim to provide equal opportunities for every pupil to realise his or her own potential both academically and socially through the development of the appropriate skills and attitudes.

In our school, children should have the opportunity to:

- Learn in a secure environment in which they feel happy to display ability and take risks
- Access a curriculum which is broad, balanced and differentiated. It will be consistently monitored to sustain and improve standards and Challenge
- Have access to learning opportunities that recognise a range of learning styles
- Participate in extra curriculum activities provided by the School, LA,
- Links with outside agencies will enhance and broaden curriculum
- Parent partnership will support identification and provision
- The talents and strengths of staff, parents and children will be celebrated and utilised in school whenever possible.

We believe that we can make a difference in enabling these children to achieve the greatest possible progress and recognise the value and importance of identifying and celebrating their achievements and successes. Research has shown that by making provision for gifted, talented the standards of achievement are raised for all children.

Consent forms are given to all Parents and Carers of children prior to participating in any extra curriculum activities provided by the School, Southern Area Collaborative, LA, or any National Events. Emergency contact details and medical information is also requested alongside consent to participate. Children participating in activities during the academic term are accompanied and supervised by adults in possession of an up to date Enhanced CRB

Organisational approaches

To meet the needs of individual gifted and talented pupils, a range of strategies will be adopted, including:

- I.E.P. formed and discussed with parents/guardians and child.
- Gifted and talented co-ordinator informed to ensure child is placed upon school register
- Parental support given
- Differentiation- very specific in teachers' planning of the curriculum- ensuring children are challenged and taught the importance of "having a go" particularly when they encounter activities they consider difficult.
- Pupil interviews
- Enrichment opportunities, e.g. working with professionals, educational visits, members of local community
- Extra curriculum activities within and outside the school
- Clustering with other schools in the Southern Area Collaborative and LA
- Brain food areas within each classroom

All Gifted and Talented Individual Education Plans are kept within a Class Gifted and Talented file. Gifted and Talented files are securely stored and confidential information is handled in accordance with data protection guidelines.

Monitoring and review

- Meetings arranged with Class teachers to discuss children's progress and targets outlined upon IEP's.
- Teachers plans monitored and individual feedback given
- Arranged meetings with parents to discuss child's progress and support offered, special needs review meetings.
- Children identified recorded upon a register, tracking progress and provision.
- Pupil interviews

Role of Parents

Partnership between schools and parents is central to the all round development of our most able pupils.

It is our school's responsibility to:

- Encourage and welcome parental involvement within the identification process
- Give the parents clear information about their child's abilities and progress in school
- Meet with parents each term to discuss targets set and provision made
- Listen to and respond to parental views and take appropriate action where parents do not think their child's needs are being met
- To distribute required consent forms needed to participate in activities delivered by the School, Southern Area Collaborative, LA, and any National Events.

Review

The effectiveness of this policy will be reviewed on an annual basis.

SAFE GUARDING

Safeguarding and promoting the welfare of children is defined for the purpose of this guidance as:-

- Protecting children from maltreatment
- Preventing impairment of children's health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

PROMOTING BRITISH VALUES

At St Leo's and Southmead Primary School we aim to help, guide and prepare our children as future citizens. As our Mission Statement says, our school is "A place to allow humanity to flourish!" This statement permeates everything that we do in school and captures what British Values are about:-

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those of different faiths and beliefs.

We grasp every opportunity throughout the school day to teach, model and show by examples all of the above. We have provided further information on our school website. We are proud of our school and are proud of the British Values that we live and learn about.