

SURLINGHAM PRIMARY SCHOOL

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SURLINGHAM COMMUNITY PRIMARY SCHOOL **Gifted and Talented Policy**

All children have a right to a broad, balanced and relevant education, which provides continuity and progression and takes individual differences into account. In Surlingham school we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement.

This policy outlines the school's practice and procedures relating to the support of gifted and talented pupils.

Definition of Gifted and Talented

The school recognises in line with DfES guidelines that "gifted and talented pupils are those pupils who achieve, or have the ability to achieve, at a level significantly in advance of the average for their year group". Nationally, this would be expected to be between 5 and 10% of each year group. At Surlingham, because of the small and variable size of year groups, it is more appropriate to expect to be able to identify between 5 and 10% of the school to be considered "gifted or talented".

The following areas have been identified as being the main areas of ability and are based on the Howard Gardner seven intelligences. Following DfES guidelines, category A includes gifted pupils and B to E pupils who are talented. We also seek to identify pupils who fit into these categories in the future (F) and who are not fulfilling their potential.

- A. **Intellectual** (aspects of English, mathematics and science)
- B. **Artistic and Creative** (art, design, music, drama.)
- C. **Practical** (design and technology, mechanical ingenuity)
- D. **Physical** (PE, sports, dance)
- E. **Social** (Personal and interpersonal, leadership qualities, working with adults)
- F. A pupil who could be recognised as gifted or talented but who is presently not reaching his or her full potential.

Identification Strategies

We use a range of strategies to identify more able and very able children. The identification process is ongoing and begins when the child joins our school and involves staff, pupils, parents and carers. Data taken into account will include.

- Information from parents and carers.
- Information from previous teachers or pre-school records
- Discussions with pupils.
- Identification by staff using professional judgements, class work and test and assessment results.

Children gifted in English may be identified when they:

- Demonstrate high levels of fluency and originality in their conversation;
- Use research skills effectively to synthesise information;
- Enjoy reading and respond to a range of texts at an advanced level;
- Use a wide vocabulary and enjoy working with words;
- See issues from a range of perspectives;
- Possess a creative and productive mind and use advanced skills when engaged in discussion;
- Work confidently on objectives for year groups higher than their own;
- Achieve levels in end of year tests above those expected for their year group.

Children gifted in Mathematics may be identified when they:

- Explore a range of strategies for solving a problem;
- Are naturally curious when working with numbers and investigating problems;
- See solutions quickly without needing to try a range of options;
- Look beyond the question in order to hypothesise and explain;
- Work flexibly and establish their own strategies;
- Enjoy manipulating numbers in a variety of ways;
- Work confidently on objectives for year groups higher than their own;
- Achieve levels in end of year tests above those expected for their year group.

Teaching, Learning Curriculum and Organisation

As appropriate, teachers will provide differentiated activities and a range of support and resources for gifted and talented pupils:

- Curriculum planning at the school is objective led and details three levels of expectations of pupils, year group objectives for numeracy and level descriptors in literacy. This enables teachers to adjust expectations according to ability for any programme of work.
- Ongoing assessment against year group objectives and National Curriculum Levels are maintained and used formatively to set new curriculum targets for individuals so that they can achieve at the highest level and always aim to make further progress. Pupils are involved in this process and so are active partners.
- At Surlingham, because we work in whole mixed age groups, groups are flexible and pupils have the opportunity to work alongside pupils and on objectives from higher year groups.

- In addition and especially at the end of Key Stages, extension activities that are more demanding of their abilities or enrichment activities that provide new and different ways of working will be provided.
- If appropriate teachers would approach local secondary schools for resources and or advice to support pupils.

Inclusion

Gifted and Talented pupils have equal access to all aspects of the curriculum and school life. The school recognises that some gifted and talented pupils may be keen to specialise early in some activities to the detriment of other experiences or subjects of the curriculum. However, pupils will be encouraged to fulfill their potential in the subjects in which they are gifted or talented without reducing the breadth of their curriculum and personal experience of physical activity.

Staff Development and Training

The school makes use of local staff training and whenever possible enables staff to attend local courses and conferences.

Leadership and Management

The Headteacher will act as co-ordinator for gifted and talented pupils at the school and will:

- Monitor the school's provision for pupils identified as being gifted or talented.
- Monitor the progress of pupils identified as being gifted or talented by making a twice-yearly review of individual assessments.

Policy Approved: _____

Date: _____

Policy Review Date: _____

