



GIFTED AND TALENTED/HAP/HIGH ACHIEVING PUPILS POLICY

(non-statutory)

Policy Date: May 2015
Policy Approved: by Headteacher May 2015
Next review: May 2019

UN Convention on the Rights of the Child: Articles 28,29

Article 28

You have the right to a good quality education.

You should be encouraged to go to school to the highest level you can.

Article 29

Your education should help you use and develop your talents and abilities.

Gifted and talented learners, like many other learners, have specific needs and have the potential to constitute a 'vulnerable group' in the school environment; as such they may be at risk of underachievement. In identifying, acknowledging and providing for this group Newlands must ensure that support is provided to help these learners achieve their potential.

Definition

Gifted and Talented pupils are defined as:

“Children and young people with one or more abilities developed to a level significantly ahead of their peers, or with the potential to develop those abilities.”

Identification and provision

Newlands Primary School will establish a register of gifted and talented pupils and will ensure, through the monitoring procedures carried out by the G&T coordinator and HT, that provision is meeting the needs of those pupils.

There should be a broad representation of the diversity represented within our school.

Gifted pupils, in the first instance, will be identified through their academic potential as prospective level 3+ (KS1) and level 5+ (KS2) pupils. This will also be attributed to pupils whose academic potential is in-line with level 3+/level5+ potential across the full range of subjects.

Talented pupils, in the first instance, will be identified through class teacher nomination, parental discussion and pupil interviews.

This information will be communicated to the parents of pupils identified this way through the school's regular recording and reporting procedures.

Through internal tracking and assessment analysis the assessment Coordinator and G&T coordinator will then hold class teacher interviews to support the quantitative data with qualitative feedback – this will determine whether the pupil would be submitted to the school's census return for G&T pupils.

If a pupil is placed on the census return the HT will make an appointment with the parents concerned and will share the G&T policy first-hand as well as offer support and guidance with regards to how the school will provide for the identified pupil.

Teaching and Learning

High quality, challenging teaching will underpin the learning of all pupils, including G&T. There will be a proactive and conscious effort for all teachers to create a learning environment that will support the emergence of pupils' gifts and talents on a daily basis.

Roles and responsibilities

The school will:

- Develop a whole school policy for educating gifted and talented learners.
- Involve pupils, parents and carers in the review and implementation of the G&T policy.
- Elect an attached governor with a responsibility for G&T provision.
- Identify G&T pupils through the school census return.
- Ensure pupils experience a broad, balanced curriculum.
- Provide personalised opportunities for G&T pupils where appropriate.
- Analyse a range of data to inform identification, planning and resourcing.
- Identify staff training needs and commission or provide appropriate professional development.
- Develop a collaborative approach to G&T provision - working effectively with other schools and agencies.

Governors will:

- Governors will have a special responsibility for ensuring that the needs of all pupils are met. The governor with the lead for G&T will meet regularly with the G&T coordinator and keep up-to-date with national developments.

The G&T co-ordinator will:

- Develop whole school self-evaluation and improvement planning for the provisions and outcomes for G&T pupils.
- Develop effective classroom practice for G&T pupils.
- Act as advocate for G&T pupils.
- Aid colleagues in identification and planning for provision.
- Work with the SLT to ensure that the census return is accurate and up-to-date.
- Exemplify effective practice for G&T pupils in their own professional practice.
- Initiate strategies and identify areas of weakness to inform action planning.
- Be aware of local and national enrichment opportunities.

Liaison with parents/carers

Parents and carers are entitled to know that their child has been identified as gifted and talented. They also need to know what provision is in place and what support is available for them.

Parent meetings and, where appropriate, HT meetings will be conducted to share information where appropriate.

Monitoring and evaluation

The HT will ensure that an effective monitoring system is in place to ensure that the learning environment is conducive to developing the gifts and talents of our pupils. The outcomes of evaluation will be reported in the School Self-Evaluation form and shared at school inspection.

Benchmarks:

1. **Level 2A+ (KS1)**
2. **Level 5+ (KS2)**
3. **Teacher recommendation**

4. Parent or community/outside agency recommendation
5. Collaborative activity/communication with partner school

For a pupil to be on the G&T list they must meet 2 of the above 5 benchmarks

Primary (KS1 / KS2) 'Gifted and Talented Policy'
for Physical Education and Sport / Dance

Rationale:

Newlands Primary school is committed to providing the best possible learning opportunities for all pupils. Within the context of this broad aim, we strive to provide support for those who are 'Gifted and Talented' in Physical Education (PE) and Sport / Dance. The policy and pupil identification process is based on the national 'Physical Education Quality Standards for Talent Development' endorsed by the DCMS and Youth Sport Trust, and contains two different strands:



1. Physical Education

We strive to cater for the specific needs of pupils who show a particular aptitude across a range of 'Multi-ability' areas within Physical Education (including Leadership).

2. Sport / Dance

We strive to recognize and support those who show a particular talent in extra-curricular sport / dance within and outside of school.

Aims:

- To identify and support Gifted and Talented pupils within Physical Education and extra-curricular activities.
- To set Gifted and Talented pupils targets which encourage them to work to their full potential within school.
- To encourage the expression of talent and empower pupils to recognise the benefits and challenges of being a talented performer.
- To help Gifted and Talented pupils develop the personal qualities which will enable them to maximise their potential.
- To identify and support Gifted and Talented pupils who have the 'potential' to perform at a higher level.

Section A:

Identification of Gifted and Talented pupils in Physical Education and Sport / Dance

1. Gifted and Talented Pupils in Physical Education:

Pupils are identified in lessons as being Gifted and Talented in Physical Education if they demonstrate a high level of competence across five 'Multi-ability' areas: Creative, Physical, Social, Cognitive and Personal.

Creative:

- Consolidates and develops skills in a creative, inventive and innovative way.
- Responds to stimulus in an innovative way.
- Offers a range of productive and viable solutions to a problem.
- Is confident in experimenting with acquired skills and ideas through application (e.g. within a gymnastic sequence, dance composition or game).

Physical:

- Explores and develops skills demonstrating control, fluency and quality in a range of activities.
- Demonstrates a range of skills in different compositional and tactical situations.
- Demonstrates good peripheral vision and uses this in a range of situations across activities.
- Shows precision when executing movement skills with high levels of co-ordination and balance.

Social:

- Demonstrates the ability to take the lead when working with others.
- Communicates clearly to others when describing their performances showing an understanding of tactics/strategies and compositional ideas.
- Demonstrates the ability to make good decisions when working collaboratively.

- Enables and empowers other pupils to participate effectively in activities.

Cognitive:

- Demonstrates the ability to transfer skills effectively across a range of activities.
- Demonstrates the ability to plan and utilise a range of strategies in a number of activities.
- Identify strengths and weaknesses, offering suggestions for improvement, across a range of performances.
- Uses a broad analysis vocabulary when describing performance.

Personal:

- Shows motivation, commitment and focus when working.
- Demonstrates the ability to self-regulate learning in independent learning environments.
- Demonstrates the ability to evaluate own performance effectively.
- Handles feedback in a constructive way and uses this to develop levels of performance.

- All pupils (including those with disabilities, medical conditions or SEN statements) have the opportunity to be identified as being Gifted and Talented. Pupils who demonstrate potential will be assessed against the above criteria and awarded a score from 1 (poor) to 5 (excellent) in each of the five 'Multi-ability' areas.
- In order to be recognised as Gifted and Talented within Physical Education, pupils require a total score of 80 or above (out of a possible 100). Ideally pupils would obtain a high score in each of the five ability areas, but individual circumstances needs to allow for flexibility i.e. exceptional choreography or leadership.
- The baseline scoring criteria is based on the level of ability of the pupils within the school itself i.e. through internal moderation.
- The identified pupils will be entered onto the Gifted and Talented register for Physical Education.

2. Gifted and Talented Pupils in Sport / Dance:

- Pupils identified as Gifted and Talented in Sport / Dance will be those who are exceptional performers within school based activity i.e. extra curricular activities, and/or perform at county level or above outside of school.
- The criteria for selection, is based on the level of ability of the pupils within the school itself i.e. through internal moderation.
- The identified pupils will be entered onto the Gifted and Talented register for Sport / Dance.

Pupils may be identified as being Gifted and Talented in both strands.

Section B:

Provision for Gifted and Talented pupils in Physical Education and Sport / Dance

Pupils identified as Gifted and Talented within Physical Education and Sport / Dance will be provided with the following opportunities and support through the school:

1. Gifted and Talented Pupils in Physical Education:

- Gifted and Talented pupils in Physical Education will be entered onto a school register.
- Physical Education lessons will be suitably differentiated in order to support and challenge pupils.
- Curriculum enrichment opportunities will be made available where possible i.e. Sports coordinator programmes.
- Independent work and leadership / volunteering opportunities will be provided i.e. Sports Leaders UK.
- Pupils will be encouraged to fully engage with extra-curricular and competitive opportunities provided.
- Teaching and support staff will ensure that pupils are not underachieving in lessons by regularly monitoring progress in line with end of Key Stage National Curriculum levels.
- Where appropriate, parents / carers and other external partners will be consulted and involved in the planning and implementation of curriculum based support and extension strategies.

2. Gifted and Talented Pupils in Sport / Dance:

- Gifted and Talented pupils in Sport / Dance will be entered onto a school register.
 - Physical Education lessons will be suitably differentiated in order to support and challenge pupils.
 - Where appropriate, permission will be given for pupils to miss particular areas of study when evidence demonstrates their performance substantially exceeds that of their peers.
 - Pupils will be encouraged to fully engage with extra-curricular and competitive opportunities provided.
 - Teaching, support staff and Mentor (if applicable) will ensure that pupils are not underachieving in lessons by regularly monitoring progress in line with end of Key Stage National Curriculum levels.
 - Close links with parents / carers and other external partners will be established to ensure that a strong support network is formed in order to avoid potential clashes i.e. training or competition commitments.
 - The Gifted and Talented PE Co-ordinator will work closely with the 'whole school' Gifted and Talented Co-ordinator to implement a strategy that offers recognition and support for pupils who are performing at a particularly high level i.e. national representation.
-