

West Moors Middle School Policy for Gifted and Talented pupils

General Rationale

At West Moors Middle we will ensure that all those who have gifts and talents in any area of ability are actively encouraged to develop these to the full.

We believe that our most able pupils are entitled to be given equal opportunities to work towards and realise their full potential. These opportunities will be provided through a broad, balanced and differentiated curriculum which will be appropriate to their individual needs and underpinned by personal and social support structures within the school. Our more able pupils will be encouraged to value their special abilities and accept any responsibilities that may relate to them. All of this is enshrined in our own school statement.

Aims

Our school will endeavour to meet the needs of our more able pupils by providing:

- An environment in which all kinds of achievement are valued and celebrated and in which the more able can achieve without embarrassment or fear of stereotyping.
- Support within school to enable these pupils to cope socially and emotionally with any problems associated with their high ability. This will promote the development of self-esteem and self-confidence.
- Opportunities for the most able to achieve to their full potential by being offered a sufficiently challenging curriculum; by being encouraged to think and learn independently and creatively.
- Liaison with the parents of these pupils to encourage harmonisation of home-school approaches and attitudes.
- Links with people and organisations outside the school to extend opportunities in specified areas.

Identification of the more able

A variety of means will be used to identify areas or subjects in which they have very high ability.

These will include:

Information sources from outside school

- Parents
- Previous schools and pre-school provision
- Specialists e.g., Education Psychologist
- Competitions

Information sources within school:

- Teachers' knowledge of pupils from
 - Observation
 - Internal tests
 - Pupils' written/oral work
 - Extra-curricular participation
- Feedback from other adults in the school
- Pupil's response to curricular opportunity
- Pupil's self-identification

- Pupil's performance in tests:
- Standardised tests, e.g., CATs tests, Suffolk Reading

The schools tracking system will enable the progress of the pupils to be monitored.

Provision for the more able

Pupils will be grouped in different ways for different purposes. Sometimes they will work in ability groups, at other times in mixed ability groups. All lessons should be differentiated to ensure that they provide an opportunity and challenge for the more able child. This will be achieved via enrichment and extension activities. Whole school activities such as school celebrations will give the more able pupil additional opportunities to make extended contributions. Competitions will provide opportunities for skills and abilities to be discovered and nurtured. Additionally, pupils will be given the opportunity to take part in a range of extra-curricular activities. We will do our best to identify areas that will allow the development of special interest.

We will endeavour to support our pupils in their understanding of their special abilities and having the self-confidence to accept themselves. They will not be singled out as odd or different. Our pupils will be encouraged to support and understand those less able than themselves. Where applicable, a mentor will be found who has expertise or a special area of interest. It is anticipated that this will add an additional dimension to the child's education.

We recognise that our pupils benefit most where school and parents/carers work in partnership. Termly parent consultation meetings take place and these will provide an opportunity to further discuss how each child's needs will be met.

High achievement in all areas will be encouraged and valued. All staff will openly and sensitively support all pupils at this school. Excellence will be praised, and work produced by more able pupils will be displayed equally. The effect of external pressure can create an environment where the more able pupil becomes frightened of failure. A supportive classroom will teach the pupils how to cope with this. Failure will be identified as a positive experience - one that extends learning. Equally, our more able pupils will need time to relax and have fun.

Enrichment (Breadth) and Extension (Depth) Work

Staff at our school have high expectations of their pupils. Challenging tasks will be provided for all pupils. Tackling difficult tasks will help our pupils to discover the extent of their abilities. We will provide an environment which encourages questioning by the children. Our more able pupils will be given time to reflect and think deeply and form personal opinions on issues.

Monitoring Arrangements

A regular review of the opportunities being offered generally in the school will be undertaken. A regular review of medium term plans will be undertaken, by the senior leadership team, to confirm the opportunities being offered. Work set for able pupils will be identified on short term plans where appropriate. All lesson observations will scrutinise opportunities for the more able pupils

This policy was written on July 2011
Review date: April 2015

Ratified by Governors
Review date

September 2011
April 2018