

# St Joseph's Catholic Primary School

## A Policy for Gifted, Talented and Able Pupils

### **Mission Statement**

St Joseph's is a Catholic community, which welcomes everyone into our school family. We all do our best to create a community where everyone feels safe, valued for what they are and given the opportunities to grow and mature as caring, responsible individuals.

We are committed to helping each other fulfil our potential in work and play. We work hard to enrich our lives and the lives of those around us both now and in the future. We want to welcome all families in the community to share in the opportunities that St Joseph's can offer.

At the heart of our mission is our belief that we can be a shining light in the community we serve, inspired by the life and message of Jesus. Our one school rule of 'Love One Another' is the beacon by which we seek to lead our community.

### **Introduction**

We, at St Joseph's Catholic Primary School, will;

- *Value the uniqueness of each individual*
- *Endeavour to be, not only a learning community, but also a caring and worshipping community*
- *Strive to be welcoming and understanding to all*
- *Seek to help each child attain his/her optimum potential.*

This is our shared vision and the central focus for all school development in our school and so a policy for gifted and talented pupils is an essential aspect of our Mission.

We aim to;

- provide a happy, stimulating, encouraging and safe environment which will enable each child to develop as an individual and as a member of society in a way and at a pace that suits each individual.
- aid the development of the "whole person" – physically, intellectually, emotionally and spiritually – and to help each child to be more fitted to life.
- encourage each child to acquire and develop habits, interests, knowledge and skills relevant to a rapidly changing society and the will to apply himself/herself to use his/her abilities to the full by striving for excellence.

### **Definitions**

A gifted pupil is one of the top 0.5% of the pupil population national (DfES definition).

A gifted pupil is one who has the capacity for or demonstrates high levels of performance in an academic area.

A talented pupil is one who is in the top 5-10% of those with a specific ability in a non-academic area such as:

- Physical talent
- Visual/performing abilities
- Mechanical ingenuity
- Outstanding leadership and social awareness
- Creativity.

An able child is one who is within the top group of a class (up to 30%) and is a potential Level 3 achiever at Key Stage 1 and a potential Level 6 achiever at Key Stage 2.

### **Identification**

All children have the equality of opportunity to learn and succeed in all areas of the curriculum.

Teachers are aware that no identification strategy of a gifted or talented pupil is perfect and that different talents emerge at different ages and in different circumstances and so it is essential never to regard a child's potential as fixed.

A gifted or talented pupil can be identified using a variety of the following methods:

- Teacher nomination
- Assessment results (standardised and in-house)
- Peer nomination
- Parent nomination
- Information from previous schools
- Self nomination
- Specialist teacher nomination
- Checklist of characteristics (see appendix).

Gifted pupils can be:

- Good all-rounders
- High achievers in one area
- Of high ability but low motivation
- Of good verbal ability but poor writing skills
- Very able but a short attention span
- Very able with poor social skills
- Keen to disguise their abilities.

It is important that all teachers are aware that:

- Unnecessary repetition of work is de-motivating and de-motivated pupils will not always demonstrate potential
- There is sometimes peer pressure to under-achieve.

## **Provision**

We believe that provision for the more able child should not be at the expense of other pupils in order to ensure equality of opportunity for all.

Gifted and talented children have additional educational needs and have as much right to provision as any other child.

Such children should remain within their own year group and provision will be provided for them within this setting.

In our school children should have the opportunity to:

- Have a secure environment in which they feel happy to display ability and take risks
- Have a teacher who expects excellence and not just competence
- Experience challenge and be encouraged to be independent learners
- Engage in intellectual discussion and debate
- Have access to learning opportunities that recognise a range of learning styles
- Be set appropriate targets
- Know that “having a go” is more important than getting it right
- Be recognised as a individual with strengths and weaknesses.

## **Types of Provision**

To meet the needs of gifted and talented pupils within their year group class, a range of strategies should be adopted that include:

- Grouping/setting
- Differentiated activities including extension opportunities and open-ended tasks
- Target-setting.
- Specialised teacher guidance

## **The Role of the Named Person**

The named person for this school is Mrs C Gili-Ross and she is the focal point for pupils, staff and parents. She is responsible for:

- Consultation with staff and governors
- Ensuring liaison with parents
- Regular reviews of the policy
- Planning with colleagues an appropriate curriculum for the more able pupils
- Monitoring the provision provided
- Development of INSET
- Resources
- Assessment procedures

- Keeping up to date with current developments and disseminating such information to colleagues
- Development of links with organisations and agencies
- Give clear information

### **The Role of the School and Parents**

It is the schools' responsibility to:

- Give clear information to parents about their child's abilities in school
- Inform parents as to any action taken to meet their child's specific needs
- Listen and take appropriate action to parent's concerns.

Parents should recognise that they can support their able child by:

- Telling the school about their child's talents and abilities beyond the classroom
- Providing a suitable environment in which their child can study and encourage good study habits
- Seeking advice from the school when their child is experiencing difficulty
- Encouraging their child to take part in worthwhile and varied out of school activities and experiences
- Being aware that their child will need a variety of skills and experiences in order to fulfil his/her potential.

### **The Role of Governors**

The governor with specific responsibility for Gifted, talented and Able is Mrs J Byrne  
It is the role of the governing body to:

- Ensure that this policy can be made to work
- Enable equality of opportunity for gifted and talented pupils
- Enable the sharing of expertise and good practice in the teaching and management of gifted and talented pupils

### **Review**

The effectiveness of this policy will be reviewed at least on a biannual basis.