



Ashford Oaks Primary School

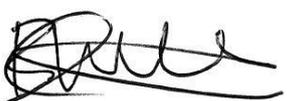
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Gifted and Talented Policy November 2016

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Signed: Chair of Governors 		

Gifted and Talented Policy



Introduction

This policy is a statement of the entitlement of children with high ability at this school. It has been developed from reading research, through staff consultation and by CPD.

The policy reflects the commitment of Ashford Oaks Primary School to support the able child. The Governors will be aware of these needs and that there should be provision within the budget for resources.

Aims

- To support the abilities, personal qualities and talents of all children.
- To ensure that all children receive an education appropriate to their abilities.
- To ensure learning is challenging and enjoyable. To provide higher order thinking and questioning skills.
- To employ a wide variety of methods of recognition of potential.
- To recognise under-achievement and seek to remove it.
- To stimulate children through extra curricular activities and through curriculum enrichment.
- To have the expectation that the curriculum for all will be extended by realising the needs of the most able.
- To train staff and to provide for these aims to be achieved.
- To audit provision through The Quality Standards.
- To compile a Gifted and Talented register and enter this on the School Census.

Definition

- Children are defined as gifted and talented in areas of:
 - General intellectual ability
 - Specific aptitude in one or more subjects
 - Leadership
 - Creative and performing arts
 - Psychomotor ability

The school embodies the research of Howard Garner into multiple intelligences and particularly seeks to cater for these needs. Children in the Foundation stage will refer to The Indicators of Well Being and Involvement by Ferre Laevers (Leuven Scale).

Exceptionally able children

These children will be performing well above their chronological age.

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Recognition

Children are continually tested by means of national tests and assessments throughout the school. In addition the following methods will be used:

- Teacher observation
- Checklists
- Background knowledge
- The expertise of the coordinator in supporting the judgement of the teacher

No one single method can be entirely accurate. The school will seek to provide an enriched curriculum for all children. Through this it will be possible to identify the most able. The school will then seek to provide appropriately for those identified.

PROVIDE - IDENTIFY – PROVIDE

Organisation

Acceleration is not usually recommended because there may be social difficulties through differences in levels of maturity. It should be possible to address the needs of these children within the appropriate year group. However, there will be times when it will be appropriate for children to work with older children, through curricular activities and through visits to secondary schools. Withdrawal groups can be used but these must be done sensitively. Mentoring is valid and will be welcomed.

Classwork

Enrichment/extension work is provided by all teachers in all classes as part of normal differentiated provision. This is shown on planning documents. Working with others of like ability is important. This can be made possible by group work, or by the use of setting. Differentiation should provide activities requiring higher order thinking skills. Gifted children need to be challenged. The role of the teacher is vital in challenging the thinking of the gifted child.

Extra-curricular activities

These are highly valued for the gifted and talented child

- Club activities
- Activity days/Master classes
- Day and residential visits
- The use of specialists e.g. teachers from secondary schools, visiting artists and authors
- A broad, creative curriculum, giving children a chance to thrive.

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Coordinating and monitoring

The following people can support this through regular reviews:

- Headteacher
- Inclusion Leader
- PST leader
- Governing body

Review and development

Each year Ashford Oaks Primary will draw up a register of able children in each year group. This list will be kept under review. These children will be entered on the school census.

Partnership with Parents

Parents and teachers will work together for the needs of the gifted and talented child.

Secondary Transfer

Ashford Oaks Primary School will liaise with local secondary schools to provide information on Gifted and Talented pupils.

The National Association for Gifted Children (NAGC) has developed ten principles of good practice for schools. They are:

- Flexibility in meeting needs
- Valuing diversity, dealing with underachievement
- A partnership with pupils and parents
- The leadership of the headteacher and SLT
- Regular observation and review with early and prompt intervention
- High teacher expectations
- Positive attitudes by teachers who are prepared to “go the extra mile”
- Close primary/secondary liaison
- Good use of external resources
- The absence of labels, working to the child’s strengths

Quality Standards

The school will evaluate provision by use of:

- The Institutional Quality Standards (IQS)
- The Classroom Quality Standards (CQS)

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