

THE FALCONS PRE- PREPARATORY SCHOOL FOR BOYS



Gifted and Talented Policy Document

The Falcons School for Boys

Gifted and Talented Children Policy

Introduction

In our 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 helps to ensure that we recognise and support the needs of those children in our school who have been identified as 'gifted' and 'talented'.

In these guidelines the term 'gifted' refers to a child who has a broad range of achievement at a very high level. Those children who are gifted often have very well developed learning skills across the board. The term 'talented' refers to a child who excels in one or more specific fields, such as sport or music, but who does not perform at a high level across all areas of learning.

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults. We have a commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our gifted and talented pupils.

Aims and Objectives

Through this policy we aim to:

- ensure that we recognise and support the needs of our children
- enable children to achieve the best they can
- offer children opportunities to generate their own learning
- ensure that we challenge and extend the children through the work that we set them
- Encourage children to think and work independently

Identification of Gifted and Talented Children

We use a range of strategies to identify gifted and talented children. The identification process is ongoing and begins when the child joins our school. Discussions with parents and carers enable us to add further details to this process.

Children undergo baseline assessment within the first half-term of joining our Reception class and are routinely observed to inform planning for their individual needs. This gives information about their developing skills and aptitudes across several areas of learning.

Gifted and Talented Children Policy

As the children progress through the school, we test them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets. We identify them as gifted and talented children when they achieve high levels of attainment across the curriculum, or in particular skills or aspects of subjects.

Teachers also make regular assessments of each child's progress in all subjects of the National Curriculum.

Teachers regularly review the children's progress in their class and put significant work and assessments in their individual portfolios/files. Teachers discuss the children's progress with parents at the termly consultation evenings, and complete a written report in February and at the end of the summer term.

Teaching and Learning Styles

Teachers in our school plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing some of the following:

- a common activity that allows the children to respond at their own level;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- The opportunity for children to progress through their work at their own rate of learning.
- Additional enrichment work in a small group or individual setting, linked to topics in class but allowing the pupil to expand their knowledge across a certain topic and enrich homework opportunities.
- To allow children to work 'out of year' in subjects that they are gifted in if the class teacher, subject specialist and Head teacher feel it is appropriate.

Children meet a variety of teaching styles as they move through the school. Each style supports all children in their learning, but gives due regard to the gifted and talented learner, where a child may tap into a member of staff's particular expertise.

We offer a range of extra-curricular activities for our children. These activities offer gifted and talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs.

Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children.

The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

The Falcon School for Boys are members of both NAGC and NACE

Reviewed October 2009
February 2010