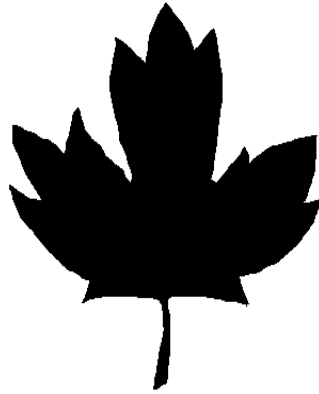


**MAPLE SCHOOL
ST. ALBANS**



**POLICY FOR GIFTED
AND TALENTED CHILDREN**

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MAPLE SCHOOL

GIFTED AND TALENTED CHILDREN POLICY

The first aim of Maple School is to provide an inclusive and stimulating learning environment where children feel secure and confident. We aim to motivate our children by providing enjoyable and challenging activities appropriate to their needs.

This document is a statement of the aims, principles and strategies for teaching gifted and talented children at Maple School. It should be read in conjunction with the Teaching and Learning and Assessment and Record Keeping Policies. These lay the foundation for the whole curriculum, both formal and informal and form the context in which all other policy statements should be read.

AIMS AND OBJECTIVES

Through this policy we aim to:

- ensure that we recognise and support the needs of our gifted and talented children;
- enable children to develop to their full potential;
- 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

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’ according to national guidelines.

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. 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. In our school, however, we use the terms ‘very able’ and ‘more able’ for children who, at a national level, are referred to as ‘gifted’ and ‘talented’.

We use a range of strategies to identify very able and more able children. The identification process is ongoing and begins when the child joins our school. In the Reception class the children undergo Foundation Stage Profile Assessment which gives information about their developing skills and aptitudes across several areas of learning.

Our Assessment Policy gives further details of the ongoing assessments we undertake for all children throughout the school.

OPPORTUNITIES FOR VERY ABLE AND MORE ABLE PUPILS

1. 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:
 - 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.

We offer a range of extra-curricular activities for our children. These activities offer all children, including the more able, the opportunity to further extend their learning in a range of activities. Opportunities include a range of artistic, academic, sporting and musical clubs, combined with educational visits and visitors that further enrich and develop learning.

Learning is also enriched through regular homestudy activities linked to the work being undertaken in classes. More able pupils are encouraged to extend their independent learning through homestudy activities (e.g. completion of History/Geography topic books).

MANAGEMENT STRATEGIES

The co-ordinator manages the provision and practice within the school for very able and more able children. The co-ordinator's role includes the following duties:

- ensuring that the more able register is up to date;
- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by very able and more able children across all curriculum areas;
- regularly reviewing the teaching arrangements for the very able and more able children;
- monitoring the progress of very able and more able children through discussions with teachers;
- supporting staff in the identification of very able and more able children;
- providing advice, support and training for all staff on teaching and learning strategies for very able and more able children;
- liaising with parents, governors and LEA officers on issues related to very able and more able children.
- Managing a budget for the purchase of resources to extend the very able and more able pupils.

The co-ordinator monitors this policy on a regular basis and gives feedback to the governing body. The monitoring includes receiving feedback from other subject co-ordinators, governors and children, as well as regular classroom observations of teaching and learning, and evaluations of children's written work.

This policy should be read in conjunction with the School Development Plan which is reviewed and updated annually.