



**St Bonaventure's Catholic Primary School
Egerton Road,
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Policy on Gifted & Talented Children

Policy Owner	Headteacher/ Liz Kurzik
Governing Body Committee	Standards
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Next Review Date	Term 3 2015/16



ST BONAVENTURE'S CATHOLIC PRIMARY SCHOOL

Policy on Gifted and Talented Children

Vision Statement

At St. Bonaventure's Catholic Primary school we strive to be the best we can; guided by the light of Christ

At St Bonaventure's RC Primary School we believe that all children within our school community have equal rights to the opportunities offered by education.

This includes the right

- to access high-quality educational experience,
- to participate in a broad and balanced curriculum which challenges, motivates and rewards them.
- to be part of the social life of school.
- fulfil their potential in their academic, physical and creative achievements.

Aims

St Bonaventure's 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 provide teaching which makes learning challenging and enjoyable.
- To provide higher order thinking and questioning skills.
- To employ a wide variety of methods to recognise potential.
- To recognise under-achievement and to 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 & Talented Register and enter this on the School Census

Definitions

Gifted and Talented is the term applies to children who are achieving or have the potential to achieve at a level substantially beyond the rest of their peer group. At St. Bonaventure's Catholic Primary School 'Gifted' refers to those capable of excelling in academic subjects such as English, Maths, whilst 'talented' refers to those who excel in the areas of the curriculum requiring visio-spatial skills or practical abilities such as in games, P.E, drama, music or art.

As our school is a high achieving school, the terminology our school will use to define our higher achieving pupils will be

- able
- more able
- talented

We have identified our able, more able and talented pupils in each year group and strive to identify those pupils who have the potential to achieve, but do not regularly



demonstrate high achievement. We also seek to identify barriers to that achievement and help pupils overcome them.

Identification

Our identification strategy will make use of quantitative and qualitative data including:

- Teacher observation and assessment
- Check lists of characteristics
- Testing such as SATs
- Pupil's profiles
- Background knowledge from parents
- Curriculum opportunities
- Rate of progress

No one single method can be entirely accurate and a variety of data should be considered.

The school will seek to provide an enriched curriculum for all children and through this it will be possible to identify the most able.

The names of pupils identified as able, more able and talented in our school will be recorded on two registers; a register for children more able in Maths and English where assessment grades can be employed and progress can be tracked through data; and a Register for children more able in the foundation subjects where teacher judgement is used to identify and monitor children.

Pupils may be identified and included on the registers at any time throughout the year. We expect class teachers and the gifted and talented co-ordinator to be fully involved in discussing individual pupils. It is expected that children will move onto and off the register as they progress through the school due to their own personal development.

Organisation

We have appointed a member of staff responsible for co-ordinating the work of able, more able and talented pupils.

Their role is to;

- Set up and maintain a register in the school of those pupils identified as being able, more able or talented
- Liaise with class/subject teachers to support provision for those pupils
- Research suitable resources and generally support staff in providing for those pupils
- Develop a resources base as funds allow
- Keep themselves up to date with developments in this field
- Ensure all teachers keep appropriate records re: able, gifted and talented pupils and that these are transferred to the next year group or school as appropriate
- Track pupil progress and report to governors annually



Provision

This will depend on the individual learning needs of the pupil and be in accordance with our Learning and Teaching policy.

We will consider a range of strategies. These may not all be available as a matter of course but may be applied as and when they are needed.:

In school provision

- differentiated planning to include a minimum of support, core and extension
- withdrawal groups
- opportunities for children to work in a variety of grouping situations e.g. whole class, group work, paired work, independent study
- homework
- facilitate opportunities to participate in activities outside school which may involve absence from school
- opportunities to celebrate achievements from both school and outside school
- provide opportunities to develop thinking skills, problem solving, higher order skills and communication skills

Partnership with Parents

The involvement of parents and students in a partnership to support learning is crucial in determining educational outcomes. Where parents and pupils are actively involved with schools in the development and planning of the pupil's education, inclusion is more likely to prove successful.

To this end we will;

- liaise with parents at parent consultations
- provide an end of year report on progress annually
- communicate external opportunities for extension activities relevant to able, more able and talented pupils both locally and nationally
- discuss pupil participation in relevant activities outside of school which may involve absence from school

Named Coordinator and Named Governor

Our co-ordinator is Miss Jane Graham.

The named governor's responsibilities are to liaise with the Gifted and Talented co-ordinator and to ensure that able, more able and talented provision:

- is always on the agenda for teaching, learning and school management.
- is reported to Governors

Monitoring and Evaluation

Provision for able, more able and talented pupils will be a regular part of the school's



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monitoring of learning and teaching.

The Gifted and Talented co-ordinator will review the progress of pupils identified on the high ability register termly. The, Gifted and Talented co-ordinator will provide the governors with a report on progress of Gifted and Talented provision annually.

Reviewed and agreed by Standards Committee on 27 January 2015

Agreed and signed off by the full governing body on 4 February 2015

Next review: Term 3 2015/16