

Introduction

This policy sets out the principles of Parkwood Primary School's provision for Gifted and Talented pupils.

There is a teacher appointed by the school who co-ordinates the Gifted and Talented activities within the school. The Responsible Teacher meets regularly with the borough co-ordinator for Gifted and Talented and other Responsible Teachers to share good practice and keep up to date with developments.

General Principles

- Parkwood Primary School implements provision for Gifted and Talented pupils because we seek to provide education suited to each pupil's age, ability and aptitude.
- We welcome the challenge presented by very able pupils.
- We strive for excellence and celebrate achievements of all our pupils.
- We strive for excellence and celebrate achievements of all our pupils. We believe in supporting and 'pushing' children in all aspects of their abilities in order that they can maximise their potential, regardless of their age, sex, race or disability.

Who are the Gifted and Talented?

We aim to make flexible provision for a number of outstanding children but also want to provide for a larger group of able pupils present in the school.

We recognise that very able children may possess the following attributes:

Creativity, high intelligence, and mechanical ingenuity, visual and performing abilities.

Government guidelines stipulate that the most academically able (Gifted) comprise about 7% of each year group. These pupils excel in areas like Science, Mathematics, English and humanities.

Similar guidelines stipulate that 3% of the most talented pupils in each year group are also identified. These pupils show particular ability in objects or activities such as movement, music and art.

Identification

The school builds up records on individual pupils using information from the following: -

1. Foundation stage profile
2. National Curriculum levels
3. Teacher and Tutor Records/Reports
4. Parental feedback

Particular care is taken to try to identify bright pupils who are underachieving, and those who have English as an additional language, for whom tests may not be accurate. The school aims to have an identified cohort that reflects the ethnic proportions of the school.

Grouping Policy

Students will be taught alongside other students of similar age because we recognise that a child's development is not based entirely on academic achievement however the school recognises the benefits of able pupils spending time with other able children or adults at a borough level, to ensure that Gifted and Talented pupils have an opportunity to work together at regular intervals.

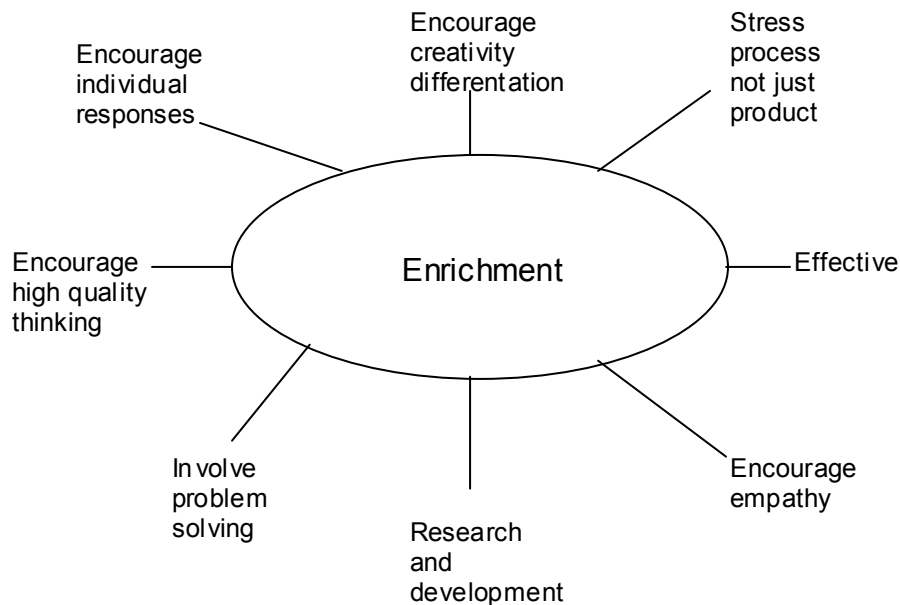
Curriculum

Parkwood Primary School is committed to success for all pupils. The programmes of study reflect this philosophy. It is intended that all schemes of work will have enrichment and extension activities.

Classroom teachers are mindful of avoiding low-grade tasks, which use up valuable curriculum time, work that is repetitive and lacks progression.

Our curriculum and teaching is founded upon finding the best "match" between the various needs of the child and the resources available and teaching approaches.

Enrichment and extension materials will be designed and could include the following features.



Assessment

Assessment of work by the most able pupils needs special consideration. We do not want a child to be on an 'A grade' treadmill we recognise the need for able children to fail sometimes and to learn from this experience. Also teachers must continue to present sufficient challenge to all pupils.

Our policy recognises that able pupils see the connections between ideas that are not usually perceived by their peers and therefore addressing unusual insights can also be challenging for a teacher.

Pupil Welfare

Children of high ability can appear way ahead of their chronological age. This could lead to unfair expectations placed upon them. Some able children become loners. We will be alert to this possibility. All teachers watch for underachievement caused by able children feeling threatened by peer pressures. Some able children are slightly eccentric – we will seek to accommodate all individuals within our learning community. Praise and reward all children for their effort and attainment, whatever their level of ability.

Organisation

The school has a designated whole school co-ordinator who will take responsibility for provision for able pupils at Parkwood Primary School. Andy Gilbert who holds this role consults closely with the Senior Management Team and the SEN.

Professional Development

Staff development with regard to provision for able children will concentrate on strategies that will develop teachers' skills. These will include: targeted training by the G & T co-ordinator, or other trainers, the use of case studies, opportunities for teachers to see examples of outstanding work by able children and additional resources for teachers. The School Co-ordinator will attend LEA organised meetings to share and disseminate good practice.

Racism

Pupils and staff are treated with respect regardless of gender or race. The register of children should reflect the social and ethnographic make up of the school.

Conclusion

The policy underpins the notion of a "Learning Community" – we want to create the most effective learning environment for all our pupils. This will include: asking the most able what helps them learn effectively; establishing a culture in which wrong answers

are productive: encouraging pupils to consider alternative approaches to problems and making pupils aware of their own preferred style of learning.

Our prime concern is to raise the expectations of all teachers, pupils and guardians in the pursuit of excellence.