



Hazelwood Schools

More Able, Gifted and Talented Policy

June 2009

Review 2012

Introduction

At Hazelwood Schools we believe that all children are entitled to an education that will enable them to develop their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social. We also believe that children should be able to live and develop as well-adjusted, autonomous and valued members of society.

All children have particular and individual needs, which must be met if these goals are to be achieved. Therefore it is important that, as far as possible, the education of every child should be individually planned.

Hazelwood Schools are committed to providing a sufficiently challenging curriculum for all its pupils. In addition we will provide opportunities to identify and in turn nurture those who are more able, gifted and/or talented and their exceptional talents and abilities.

Aims

Hazelwood Schools Aims can be found in Appendix 1. In reference to Gifted and Talented learning we aim:

- To give all of our children every opportunity to achieve the highest of standards
- To provide teaching which makes learning challenging and enjoyable
- To have the expectation that the curriculum for all will be extended by realising the needs of our most able
- To recognise under-achievement and seek to remove it
- To develop self-confident, self-disciplined children who value and recognise their talents

Definitions

Talented refers to those pupils who excel in practical skills such as sport, leadership, artistic performance, or in an area of vocational skill.

Gifted refers to those pupils with exceptional abilities in one or more subjects, such as Literacy, Maths or Science.

More able children within Hazelwood Schools are those children who are working well above their year groups expected level.

Identification

At Hazelwood Schools we believe that it is essential for the identification process to be continual. While some pupils will be identified at a very early age, others will emerge later. Therefore we strive to ensure that children are given access to an enriched curriculum and we continue to 'talent spot' in order to find hidden gifts and talents.

When identifying our G&T children a range of information is looked at. This will be different for each pupil but will include a combination of the following:

- Teacher Assessment*
- Tests*
- Non Verbal Reasoning
- Pupil voice
- Peer or parent nomination
- Observation of pupil

* More able children 3 or 4 sublevels above their year groups expected level. Gifted children at least 5 sub levels above their year groups expected level.

If it is decided that a child should go on the register, a learning support plan will be created collaboratively with the child, parents and teacher. We believe partnership between the school, learner and home is essential in order for effective provision to be made.

Provision

At Hazelwood Schools we believe challenging all pupils within each lesson is essential. 'Must, Should and Could' is used to provide clear differentiation. This is taken one step further for Gifted and Talented children in our care by providing additional challenge within a lesson. We want to ensure that children not only acquire knowledge but can actually apply this appropriately in a variety of situations. Providing children with opportunities to both delve further into a topic and increase the breadth at which they look into a topic

We want to enable children to become well rounded individuals by supporting the whole child in their development. This is accomplished by tackling any areas a child struggles with as well as addressing their strengths.

Staff at Hazelwood Schools will also provide for More Able, Gifted and Talented pupils by:

- Grouping children according to their ability within the normal classroom setting
- Establishing mixed ability groups with a More Able, Gifted and Talented pupil leadership role
- Enabling More Able, Gifted and Talented pupils to work and interact with their peers
- Applying objectives in different contexts. Asking them to use or apply their understanding in less familiar contexts can increase children's grasp of objectives
- Having good subject knowledge
- Using a variety of teaching styles and classroom organisation to meet the needs of different learning styles
- Having high expectations of all pupils' achievements
- Encouraging children to become independent learners. Giving children opportunities to take responsibility for their own learning and use initiative
- Providing opportunities for children to develop their thinking and questioning skills

Hazelwood Schools will also support the development of children's strengths outside of the classroom. These include:

- Extra-curricular clubs
- School and inter-school competitions
- Day and residential visits
- Visiting speakers/specialists
- Providing details of local and national support, opportunities, advice and organizations

Monitoring

Learning Support Plans must be reviewed regularly to ensure that the child is continuing to develop their skills. Termly progress reviews consider the achievements of Gifted and Talented pupils. At Hazelwood Schools we have a flexible register which allows movement both on and off.

Equal Opportunities

At Hazelwood Schools we aim to ensure that all children have equal opportunities, irrespective of gender, race, age or ability, so that they may develop to their full potential.

Staff Responsibilities

The Leading Teacher for Gifted and Talented at Hazelwood Schools will:

- Provide colleagues with support, advice and in-service training, modelling provision where appropriate in conjunction with the Classroom Quality Standards
- Draft school policy on gifted and talented pupils
- Liaise with senior managers, governors and LA
- Co-ordinate support for able, gifted and talented pupils
- Manage resources
- Co-ordinate events
- Monitor provision for gifted and talented pupils
- Talk to parents and guardians alongside class teachers

Classroom teachers at Hazelwood Schools will:

- Continually 'talent spot' to identify children within the class who are Gifted and Talented
- Provide challenge for all children using 'Must, Should and Could'
- Ensure Gifted and Talented pupils are stretched within every lesson
- Set and review targets/provisions on a regular basis in conjunction with parents and leading teacher.

Review

This policy will be reviewed by the Leading Teacher for G&T and LT as part of the policy review cycle.

June 2009

Class _____

There are _____ children who meet the gifted and talented criteria within this class.

Gifted and Talented Learning Support Plan

Child's name:	Class:
Date of birth:	Date of LSP:

Area of Strength:

Identification procedure:

Including a variety of the following: teacher assessment, tests, non-verbal reasoning, pupil voice, peer or parent nominations, observations of pupil

Pupil Strengths:

-
-
-

Curriculum Enrichment/Additional Provisions:

Including development of the whole child

-
-
-