



Woodlem Park
School
...For a Sustainable Growth

Gifted and Talented Policy

Mission

At Woodlem Park School we value every student. We work together as a community to ensure that students develop well in all aspects of learning, so that they are equipped to face the opportunities and challenges of the 21st Century wherever they may be.

To do this:

- We provide the best possible learning opportunities in academic subjects, personal development, moral values and life skills.
- Staff members and students work together in a spirit of cooperation and mutual harmony.

Vision

Our vision is for all students to develop at Woodlem Park School as independent learners with self-belief and respect for others, with a lifelong love for learning and a strong foundation for future success.

Aims

Our aims are to:

- Be a school where as many students as possible reach high academic standards and all are motivated by the progress they make.
- Help students achieve well through sustained high quality teaching through a vibrant curriculum.
- Give students time to explore subjects and develop deep understanding in a richly equipped learning environment.
- Celebrate perseverance, resilience and risk taking, ensuring students welcome challenge and are not afraid to make mistakes.
- Create an inclusive school where everyone can flourish, whatever their background.
- Promote an ethos of respect and empathy, where diversity is appreciated and valued.

Introduction

Woodlem Park School believes in providing equal opportunities for students of all abilities and hence we plan our teaching and learning that is both challenging and supportive. This policy is to ensure that we recognize and support the needs of those children who have been identified as 'gifted', 'more able' and/ or 'talented' according to the national guidelines.

The school considers the following definition for the given terms:

- 'Gifted' is referred to a student who is in possession of untrained and spontaneously expressed exceptional natural ability in one or more domain of human ability. These domains include intellectual, creative, social, physical abilities. Though these students may have exceptional potential, they may actually under achieve.
- 'Talented' is referred for students who are able to transform their giftedness into exceptional performance in specific domains of human ability.
- 'More able' is referred to students who have the potential to work above age related expectations in academic subjects.

Aims and Objectives

Our aims of identification and support of gifted and talented students are:

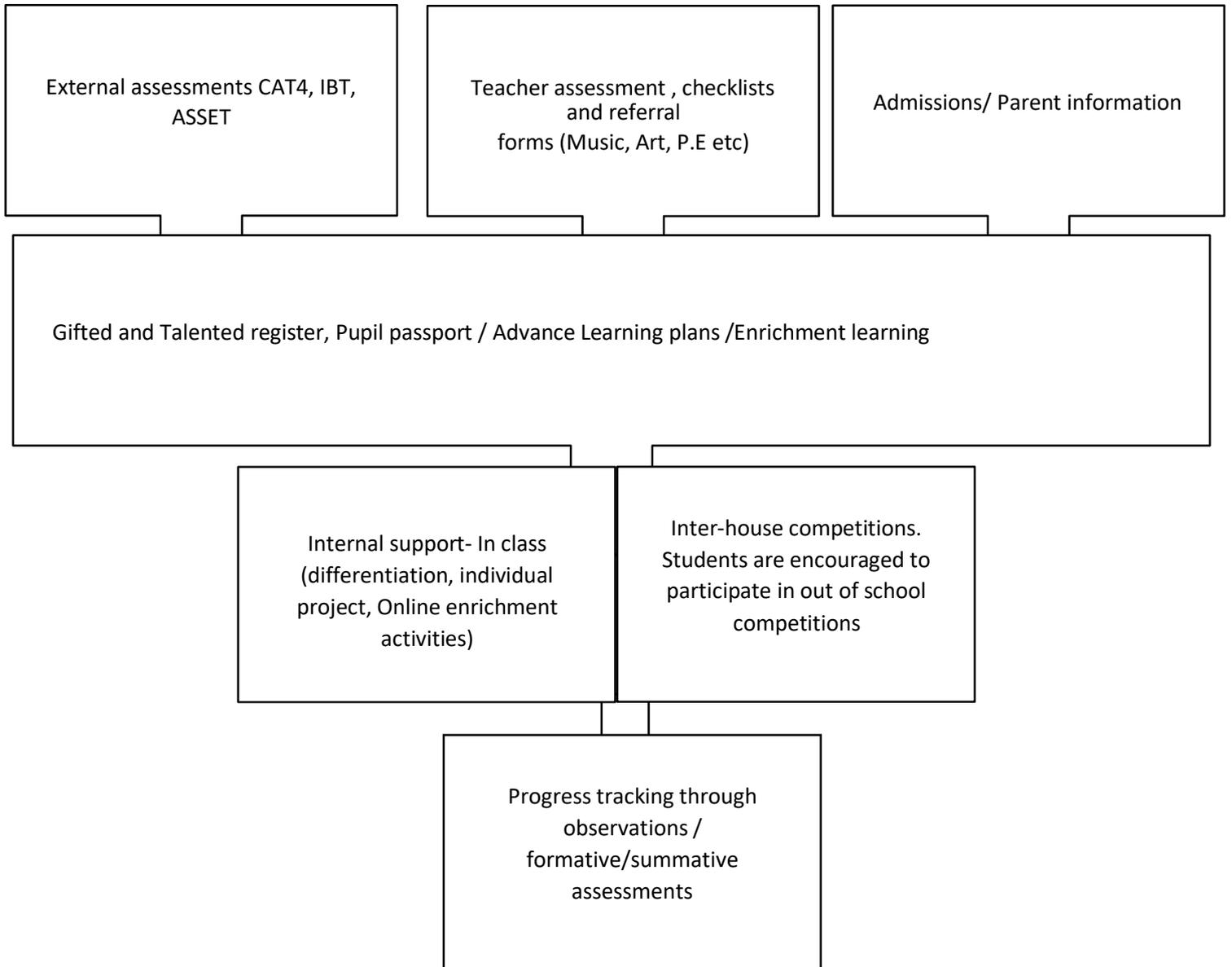
- To recognize and support the needs of all our children.
- To ensure the identification of gifted and talented students is as early as possible.
- To enable children to develop their full potential.
- To challenge and extent the children through enriched tasks.
- To encourage children to think and work independently.

Identification of Gifted and Talented Children

A range of strategies are used to identify gifted and talented children, of them being pre-school records, discussions with parents and carers and also assessments that give us information about their developing skills and aptitudes across the various areas of learning. We assess the student regularly to ensure the progress we expect of them. Some other forms of identification are below:

- CAT4, IBT, ASSET, score.
- Teacher observation and nomination.
- Teacher assessments formative/summative
- Pupil's work.
- Generic and subject specific checklist.
- Parent reference.

Identification



Provision for Gifted and Talented

Students are classified to Tier1 and Tier2 based on school's selection criteria.

TIER 1:

Students attaining a score of stanine 9 in any three CAT4 batteries including Non- verbal battery is grouped as Tier 1. The justification of selection is depended on evidences collected by the subject teachers/parents

Provision for Tier 1

Pupil passport is a one page summary document about the students. It contains the personal details, learning styles, strengths as well as challenges from CAT 4 and strategies for teachers. The document is shared with all staff coming in contact with the child.

ALP (Advanced Learning Plan): ALPs are matched to the identified need, age and developmental level of the individual student , it lays out areas of strength and challenges, individual targets that are mapped to every block , subject specific projects within the curriculum that is within the area of interest of the child and recommendation for teachers.

Enrichment learning – Enrichment learning through classroom based differentiation, independent projects , mentorships and extension activities.

The ALPs have long term goals that are reviewed every two blocks.

TIER 2

Students attaining a score of stanine 9 in any two CAT4 batteries and/ ASSET are grouped as TIER2. The selection of students is depended on evidence collected by the subject teachers/parents.

Provision for Tier 2

Provisions for Tier 2 includes **Enrichment learning** through general class based differentiation and projects .

More able students

Students who are able to demonstrate high level of performance above their peer levels in one or more subjects in an academic or non-academic areas are considered as More able . This also includes children who may be :

- All-rounders,

- Of high ability but with low motivation
- Of good verbal ability but having poor writing skills
- Very able with a short attention span
- Very able with limited interpersonal skills
- Students of Determination, who may excel in any specific subject areas both academic/non-academic

The school aims to nurture the abilities of all students by providing for those students who already have or are showing signs of these capabilities, such as those who would be deemed gifted and talented. We provide a broad, varied and balanced curriculum for all students, giving them a chance to thrive and to demonstrate skills and abilities that might not otherwise come to the fore, this is done by the teacher through effective quality first teaching and differentiation through **ROG** (The ROG is a color coded list which every teacher uses to track progress and assessment for learning.

The list is differentiated on the different ability of the students as analyzed through CAT4)

Teaching and Learning Support

The identification of gifted and talented students is not be viewed as an isolated activity. It is the essential first stage of a continuum of provision where our school provides appropriate and personalised learning programmes to enable all gifted students to become talented. The following are key aspects of how our education programmes are personalised for students with special gifts and /or talents.

- **Differentiation** –

An effectively differentiated curriculum meets the needs of students with a range of learning styles and ability levels. A differentiated curriculum is essential for gifted and talented learners whose potential is unlikely to develop without special educational provisions.

- **Pace** –

It is likely that gifted and talented students will learn at a faster pace. They may understand new concepts more easily and with fewer repetitions. Consequently, teachers will need to provide appropriate challenge to sustain the students' attention and desire to learn.

- **Assessment** –

Assessment is an important, ongoing diagnostic tool for matching curriculum delivery to students' needs. Pre-assessment allows teachers to determine what students already know,

so that a more challenging learning programme can be provided.

- **Groupings** –

Students with special gifts and talents can benefit from flexible grouping within the classroom where they can work individually or with other gifted students

- **Level of work** –

Gifted and talented students generally understand concepts and ideas at a level which is above usual age-related expectations. Therefore, the curriculum needs to be concept based and include complex, abstract ideas so that interests and abilities are challenged and extended.

- **Enrichment** –

It is expected that the vast majority of gifted and talented learners will be taught in mainstream classes as part of a differentiated curriculum. Provisions for gifted and talented learners need to include opportunities for enrichment, extension and acceleration within and beyond the classroom.

Roles and Responsibilities

The Inclusion Champion along with Head of Inclusion is responsible for monitoring the G&T program. The G&T coordinator coordinates the provisions for gifted and talented students. All staff are involved in attending to the individual needs of each pupil and provide extension material as part of their planning for differentiation.

Parent partnership:

The school prides itself on the partnership it has made with parents and actively seeks the involvement of parents in the education of their children. In Woodlem Park School, we believe that it is important for students who are gifted and talented to have the support and encouragement of parents so that they can achieve success. Parents are consulted regarding strategies that are used in school and at home. Parents are always kept informed about their child's progress and regular updates are communicated to the parent. The Gifted and Talented Coordinators are always available to meet with parents to discuss the progress of their child.