

**Christ Church CE School  
Gifted and Talented Policy  
Summer 2015**



**Christ Church  
CE Primary School  
Regents Park  
NW1 4BD**

Christ Church C of E Primary School  
Gifted and Talented Policy

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**Mission Statement**

**The Christian Faith is at the heart of our school community. At Christ Church we care for each other and learn together.**

Christ Church is a small, caring school which is committed to a broad, balanced curriculum and to a continual raising of standards. We aim to contribute to the spiritual, moral, cultural, mental and physical needs of every individual.

We are a Church of England school, with a strong commitment to the teaching of Christianity whilst supporting a multi-faith approach to the curriculum. We recognise, value and celebrate the rich cultural diversity that exists in our school.

The Christian ethos of the school is reflected in our positive, disciplined and calm atmosphere. We believe that effective learning takes place when children work in a purposeful and stimulating environment that supports a wide range of learning styles. Mutual respect between adults and children promotes excellent behaviour and well developed social skills. With this approach we seek to achieve high academic standards.

We aim to cater for each individual, taking particular account of any specific needs or abilities. We endeavour to ensure that all our children fulfil their potential and, within this context, we emphasise health and safety, enjoyment and achievement and the beginnings of responsibility for themselves and others. These skills will be carried forward to the next phase of education and throughout life.

The whole school community is committed to a collective responsibility for the implementation of the values inherent in this statement.

# **Our School Aims - Every Child Matters**

## **The Ethos of the School**

The school aims to provide a positive, disciplined, purposeful environment, within a Christian context. We aim to teach children to be caring, to exhibit good behaviour and appropriate social skills and to begin to take responsibility for themselves and others.

## **The Values of the School**

The School aims to value every child and to contribute to the Spiritual, Moral, Cultural, Mental and Physical well being of our whole school community. We value the diversity of our community and we aim to promote the health and safety of everyone.

## **The Standards of the School**

The School aims to teach a balanced Curriculum and to ensure that each child fulfils his or her potential. We aim to provide teaching and learning of a high standard. We believe that this is achieved when pupils are highly motivated, enjoy coming to school, and are appropriately challenged.

## Christ Church C of E Primary School

### Gifted and Talented Policy

**Date of policy:** Summer 2015

**Review date:** Summer 2017

#### **Rationale**

- A key feature of our school's Vision Statement is that we wish to create a culture of achievement.
- We believe that all children are entitled to make the greatest progress possible.
- We believe that any special abilities or talents should be identified as early as possible, and developed during the children's time at this school.

#### **Our principal aims are to:**

- Ensure that all staff can successfully identify gifted or talented children;
- Provide an education which is appropriate to the abilities and needs of such children;
- Develop the children's thinking skills through extended and enriched learning activities;
- Develop the specific skills or talents of each child;
- Be concerned not only for children's academic development, but also for their social, moral, spiritual and emotional development;
- Involve and encourage parents in meeting the needs of their gifted or talented children.

#### **Definitions**

The school recognises, in accordance with DfES guidelines, that able pupils are typically advanced in comparison with the average for their year group, but not significantly so, whereas 'gifted and talented pupils

are those pupils who achieve, or have the ability to achieve, at a level significantly in advance of the average for their year group'.

### **Identification**

Identification will be through a balance of different approaches, and a Gifted and Talented Child Register will be drawn up on the following kinds of evidence:

- Teachers' nominations based on relevant assessment profiles;
- Parent consultation;
- National Curriculum attainment progress records (e.g. pupil-tracking sheets, record cards, reading or spelling tests, and dance, music or sports accreditation).
- Evidence of achievement from external sources

### **Provision**

This may involve organisational strategies such as the following:

- **Support and extension from Close the Gap teacher** - The school has employed a Close the gap teacher to work with our identified GT pupils, both in class and in booster classes before and after school.
- **Specific budget allocations** - to facilitate the work of the Inclusion Manager and of relevant challenge projects;
- **Expert provision** - visitors to school making a contribution to the teaching with special knowledge, skills and understanding;
- **Focused teaching** - setting aside specific, planned time to engage with identified individuals or groups of children in line with their attainment and progress;
- **Withdrawal across year groups** - a nominated group of children taken out of their normal classroom to work with a teacher or other adult, i.e. art or gymnastics club
- **Setting** - facilitating smaller teaching groups of pupils with similar attainment levels, including groups of higher attainers.

### **In-class approaches**

Class teaching that responds to the needs of gifted and talented children may involve strategies such as:

- **Challenge** - providing activities and experiences which engage interest, and stimulate thought and action at a high level;
- **Enrichment** - adding breadth and range to a child's attainment and progress through activities and experiences which consolidate and widen the child's knowledge, skills and understanding;
- **Extension** - providing opportunities for children to increase the depth of their knowledge, skills and understanding.
- **Differentiation** - modifying the learning experiences of gifted and talented children so as to promote the opportunities for them to engage primarily in higher-order thinking;
- **Resources**
  
- **Out-of-class activities which may include:**
  - Extra-curricular clubs;
  - Music or sports practice and performance, or competition opportunities;
  - Providing out-of-school activities within the community;
  - Challenge projects for gifted and talented children;
  - Visits by experts - e.g. dance groups etc.

## **Roles and Responsibilities**

The school's Inclusion Manager will:

- Support staff in the identification and setting-up of provision for gifted and talented children;
- Collate and monitor the register of gifted and talented children;
- Promote the school's agreed policy and practice with regard to the teaching and learning provision for gifted and talented children;

The **class teachers** will:

- Fulfil their role in the identification and nomination of gifted and talented children;
- Deploy the agreed professional approaches to the development of gifted and talented children;

- Ensure that the parents of gifted and talented children have ample opportunity to contribute to, and receive feedback about, the assessments of their children's progress.

### **MONITORING AND REVIEW**

This policy is monitored by the Inclusion Manager, Senior Leadership Team and Governing Body, and will be reviewed every two years, or earlier if necessary.