

## GIFTED AND TALENTED POLICY

POLICY FOR	Skill Development
PERSON RESPONSIBLE	MRS BEENA HAMSA
REVIEW DATE	APRIL 2024
REVIEWED BY	MRS BEENA HAMSA
APPROVED DATE	1 <sup>ST</sup> MAY 2024
APPROVED BY	SLT
DATE OF NEXT REVIEW	MAY 2025
RELATED POLICIES	...

The school is committed to the facilitation of achievement of students of all ethnic groups. The School is strongly committed to inclusive education across all year groups; this provision includes one in which the teaching, learning, achievements, attitudes and well-being of all the pupils who gain admission – including those identified as being able, gifted or talented and those with special educational needs. This policy explains the approach to able, gifted and talented students within the school and is in keeping with the school's aims, its teaching and learning policies, and its policy on equality of opportunity. Our aim is to know individuals well to help them reach their full potential. We do this through the careful personalization of the curriculum opportunities offered and enrichment programmes that may be required.

We want to develop each student as a whole person with the skills and competencies necessary for his or her future life roles.

## **This policy is formulated to:-**

1. Ensure that all pupils, have access to a broad, balanced and relevant curriculum, which meets their individual needs.
2. Promote and encourage students who possessed or demonstrate potential abilities in intellectual creative, specific academic or leadership ability or in the visual and performing arts and sports.
3. Encourage and enhance multiple gifts or talents in students.
4. Promote a cross curricular approach to gifted and talented provision.
5. Encourage and develop talents in emotional intelligence.
6. Create a positive atmosphere wherein students can develop confidence and self-respect. Help children to realize his or her full potential and optimize their self- esteem.
7. Provide educational provision for gifted and talented students.
8. Match staff roles and responsibilities with gifted and talented students support program.
9. Enhance higher order cognitive and intellectual skills.
10. Encourage, wherever possible, an effective parent partnership in developing and implementing a joint learning approach at home and at school.
11. Involve outside agencies to provide the necessary support for students.
12. Encourage and support pupils to participate in all decision-making processes that occur in their education i.e. their views are sought and taken into account.

## **PROCEDURE**

1. Children and teachers' talents are identified.
2. Previous school records at time of admission will be considered.
3. Checklists are maintained.
4. Scrutiny of work and performance.
5. Participation and achievement in academic activities is observed.
6. End of year examination and school reports used as evidence.
7. Achievements in extracurricular activities taken into consideration.

Competitions – individual, team, internal, external.

8. Record of inter school participation in extracurricular activities is maintained.

9. Maintain talent bank.

10. Benchmark tests/assessments.

11. Contact parents and keep them informed.

12. Identifying clear stages of development in schemes of work.

13. Restructuring class organization or student grouping, e.g. setting

14. Setting differentiated homework. Differentiation through pace, task, dialogue, support, outcome, resource, content and/or responsibility

15. Planning a variety of extension and enrichment activities.

16. Clubs at school, covering academic as well as other activities

17. Review the effectiveness of the policy.