

GIFTED AND TALENTED CHILDREN POLICY

1 Introduction

- 1.1** In our school we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified as 'gifted' and 'talented'.
- 1.2** In these guidelines the term 'gifted' refers to a child who has a broad range of achievement at a very high level. Those children who are gifted often have very well-developed learning skills. The term 'talented' refers to a child who excels in one or more specific fields, such as sport or music, but who does not perform at a high level across all areas of learning.
- 1.3** We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.
- 1.4** The mission statement of our school talks of valuing the individuality of all our children. The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards.

2 Aims and objectives

- 2.1** Through this policy we aim to:
- ensure that we recognise and support the needs of our children;
 - enable children to develop to their full potential;
 - offer children opportunities to generate their own learning;
 - ensure that we challenge and extend the children through the work that we set them;
 - encourage children to think and work independently.

3 Identification of gifted and talented children

- 3.1** We use a range of strategies to identify gifted and talented children. The identification process is ongoing and begins when the child joins our school. Each child's pre-school record gives details of their achievements and interests in particular areas. Discussions with parents and guardians enable us to add further details to these records.
- 3.2** Children undergo baseline assessment within the first half-term of joining our reception class. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's baseline assessment information with the parent, and use this information when planning for individual needs.
- 3.3** As the children progress through the school, we test them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets. We identify them as gifted and talented children when they achieve high levels of attainment across the curriculum, or in particular skills or aspects of subjects.
- 3.4** Each teacher regularly reviews the children's progress and records this in the School Progress Profile. Teachers discuss the children's progress with parents at the termly consultation evenings, and report annually on each child's progress in July.

4 Aptitudes in English and Mathematics

- 4.1** Gifted children in English are identified when they:
- demonstrate high levels of fluency and originality in their conversation;
 - use research skills effectively to synthesise information;
 - enjoy reading and respond to a range of texts at an advanced level;
 - use a wide vocabulary and enjoy working with words;
 - see issues from a range of perspectives;
 - possess a creative and productive mind and use advanced skills when engaged in discussion.
- 4.2** Gifted children in mathematics are identified when they:
- explore a range of strategies for solving a problem;
 - are naturally curious when working with numbers and investigating problems;

- see solutions quickly without needing to try a range of options;
- look beyond the question in order to hypothesise and explain;
- work flexibly and establish their own strategies;
- Enjoy manipulating numbers in a variety of ways.

5 Teaching and learning style

5.1 Teachers in our school plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- a common activity that allows the children to respond at their own level;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for children to progress through their work at their own rate of learning.

5.2 Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the gifted and talented learner.

5.3 We offer a range of extra-curricular activities for our children. These activities offer gifted and talented children the opportunity to further extend their learning in a range of activities.

5.5 Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children.

5.6 The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

6 Monitoring

The Headmistress, Supervisors and Co-ordinators monitor the programme for gifted and talented students and ensure its efficient implementation.

7 Embracing Individual Needs

7.1 Remedial classes

All remedial classes are conducted in school by teachers. Students who are unable to keep up with the rest of the class in any core subject are provided the opportunity to learn in small groups and are given a worksheet with every lesson to reinforce concepts.

7.2 Gifted students

Students are provided the opportunity to appear for a higher proficiency paper in all core subjects, if they achieve a high percentage in the regular test. If they score over 60% they are given the distinction of a star in the report card.

Routinely all test papers have a 5 % of HOTS (high order thinking skills) to provide a challenge.

7.3 Talented students

Talent in sports, music, dance, art and public speaking is nurtured in the weekly Aesthetics class, after school activities period and during the Annual day Production.

7.4 Addressing multilingual needs

The language of instruction is English in all classes. Parents and teachers work in coordination to insure that children are fluent in English. Students can learn Hindi or Malayalam and Arabic is compulsory from Grade 1 onwards.

Arabic is considered foreign language so to support new learners on transfer, a beginner's paper is allowed along with remedial classes till the student is proficient.

Audio Visual aids are routinely used to insure correct pronunciation and the culture and country of these languages studied to provide holistic education.