

Westminster Community Primary School
Gifted and Talented Policy January 2022

At Westminster Community Primary School we are committed to providing an environment and high quality education which encourages all children to work to their potential and this clearly includes pupils who are higher achieving or display some form of talent.

Definitions

- Gifted pupils are those who are higher achieving/more able in one or more subjects in the statutory school curriculum other than art, design, music and PE.
- Talented pupils are those who are higher achieving/more able in foundation subjects including; art, design, music and PE or in sports or in performing arts such as dance or drama.

At Westminster Community Primary School, we have used these criteria and identify and target children as more able if they are in the top 5-10% of their cohort despite the average level of attainment within the class.

Identification

We look at every aspect of the child's academic progress in all areas when identifying those who are most talented; some children who may have a strength in one subject area may be masked by a lower achievement in another. Identification is an ongoing process and must identify those with the potential for high performance as well as those with SEND using a combination of the following strategies:

- Teacher/staff recommendation
- Analysis of data
- Assessment of class work that is independent and across a range of subjects
- Information from previous schools
- External agencies, e.g., sports clubs, music organisations, drama groups
- Discussions with pupils and parents

Provision

We aim to operate and develop a range of approaches and strategies to provide high quality learning experiences for our Gifted and Talented pupils they will include the following:

- Developing an effective learning environment using a range of teaching and learning styles
- Employing a range of questioning skills
- Provision of challenging activities

- Differentiated homework
- Individual and appropriate target setting
- Use of other adults as mentors or experts
- Collaboration with parents and outside agencies, e.g., Secondary Schools
- Opportunities to attend extra-curricular activities e.g. booster clubs, specific workshops
- Celebrations of achievements
- Consistently high expectations

Senior Leadership Team

The Senior Leadership Team will ensure that whole school systems are in place for

- Identification of pupils' talents and abilities
- Ensuring that the whole school community is committed to a considered and coherent approach to able pupils
- Quality provision both within and beyond the classroom
- Monitoring pupils progress so that all, including the most able, have opportunities to develop their gifts and talents to the full
- Informing and involving staff and governors, and ensuring that effective management and co-ordination structures are in place

Subject Leader

The Subject Leader will ensure that systems are in place for

- Auditing provision for more able pupils within the school
- Supporting colleagues in the identification of Gifted and Talented pupils
- Ensuring that the pastoral needs of the more able children are met
- Facilitating appropriate CPD for colleagues
- Encouraging the development of extra curricular activities for more able pupils
- Keeping the Governing Body informed about the numbers of pupils identified, the variety of abilities and talents represented, the strategies implemented to support them, and Continuing Professional Development for staff

Teachers

Teachers will:

- Maintain high expectations, provide challenge, encourage risk taking
- Make good use of higher order thinking skills
- Involve pupils in their own target setting
- Provide constructive commentary on the pupils' work
- With the Subject leader, review and revise the Gifted and Talented register termly
- Involve children and parents/carers in discussion at parents' evenings

Governors

Governors will receive reports from the Subject Leader.