



OXFORD HOUSE SCHOOL

GIFTED AND TALENTED POLICY

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Gifted and Talented Children

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(see also Inclusion; Teaching and Learning)

1 Introduction

- 1.1 Oxford House School believes in providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. The purpose of this policy is to help to ensure that we recognise and support the needs of those children in our school who have been identified as 'gifted' and/or 'talented' according to national guidelines.
- 1.2 In the national guidelines, the terms are distinguished as follows:
 - 'gifted' refers to a child who has a broad range of achievement at a level well above average, typically in the more academic subjects;
 - 'talented' refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.
- 1.3 A small percentage of the children at Oxford House School may be considered as gifted and/or talented. Provision will be made for these children within the normal class teaching, but sometimes we will provide enrichment or extension activities to promote their skills and talents still further.
- 1.4 While we recognise and cater for these particular categories of children in our school, at the same time, we respect the right of all children, irrespective of differences in ability, to access various areas of learning, both for their self-fulfilment, and for their eventual development into active and responsible adults. In our mission statement, we declare accordingly that we aim to develop the potential which all children possess.

2 Aims and objectives

- 2.1 Our aims are to:
 - ensure that we recognise and support the needs of all 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 Children undergo assessment within the first half-term of joining our Nursery. This gives information about their developing skills and aptitudes across several areas of learning. We update each child's Foundation Stage profile and use this information when planning for individual needs.

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- 3.2 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.
- 3.3 The children undertake NFER Nelson progress tests in Reception to Year 6, which make regular assessments of each child's progress in Mathematics and English. This compares the information from these tests with standardized data, in order to ensure that each child is making appropriate progress. The children also sit NGRT Tests in Forms 1 – VI, Baseline in Reception and CAT in Forms IV and VI.
- 3.4 Teachers discuss the children's progress with parents at the twice yearly consultation evenings, and report twice yearly on each child's progress in February and July.
- 3.5 Pupil's may be deemed talented in areas such as art, music, dance, drama or PE by specialist teachers as well as class teachers. These pupils will be given every opportunity to excel in their particular area where appropriate.
- 3.6 We recognise that pupils will often use and extend their talents during out of school activities as well as in the school environment.

4 Aptitudes in English and mathematics

- 4.1 Gifted children in English are identified when they:
- demonstrate relatively high levels of fluency and originality in their conversation;
 - use research skills more effectively to synthesise information;
 - enjoy reading, and respond to a range of texts at a more advanced level;
 - use a wider vocabulary, and enjoy working with words;
 - see issues from a broader range of perspectives;
 - use more advanced skills when engaged in discussion.
- 4.2 Gifted children in mathematics are identified when they:
- explore a broader range of strategies for solving a problem;
 - are more curious when working with numbers and investigating problems;
 - see solutions more quickly, without needing to try all the options;
 - look beyond the question in order to hypothesise and explain;
 - work more flexibly, and establish their own strategies;
 - enjoy manipulating numbers.

5 Teaching and learning

- 5.1 Our teachers 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, such as by providing:
- a common activity that allows the children to respond at their own levels;

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- 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 a higher level of attainment;
 - the opportunity for children to progress through their work at their own rate of learning.

5.2 Children are familiarised with a variety of organisational strategies as they move through the school. These strategies can be used by all children, but give due scope to higher achievers.

5.3 We offer extra-curricular activities in key areas for our children in Years 5 and 6. These activities offer higher achievers the opportunity to further extend their learning through 11+ practice.

5.4 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.

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

6 Monitoring and review

6.1 The SenCo representative monitors the school provision for gifted and talented pupils. The Headteacher will work with individual teachers in support of the school's efforts to help these pupils to reach their full potential.

6.2 This policy will be reviewed every two years, or earlier if necessary.

Reviewed March 2016 by S Leyshon and P Stevens

Review: March 2018