



Cheltenham College Junior School

Gifted and Talented Policy

At CCJS we aim to provide a curriculum that is appropriate to the needs and abilities of all of our children, teaching in a way that enables each child to reach the highest level of personal achievement. Through this policy we intend to ensure that we recognise and support the needs of those children who have been identified as 'gifted' and 'talented' according to national guidelines

Gifted refers to those children who have a broad range of achievement at a very high level. These children often have very well developed learning skills.

Talented refers to those children who excel in one or more specific field, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.

At CCJS there are a number of talented children with a strength in one or more areas of learning. There are also a small number of Gifted children, outstanding in one or more areas.

We respect the right of all children in our school, irrespective of differences in ability, to access all areas of learning and to develop the skills, attitudes, knowledge and understanding that are necessary for their self-fulfilment and their eventual development into active, responsible and caring members of our community.

Aims:

- To ensure that we recognise and support the needs of all of our pupils.
- To enable all pupils to develop their full potential by ensuring that their work is challenging.
- To encourage pupils to think and work independently.
- To offer opportunities and support for pupils to generate and develop their own learning by taking the risks necessary to extend their knowledge and understanding.

Identification of Talented and Gifted pupils.

Ranges of strategies are used and the process is on-going beginning when the pupil first enters the school. Discussions with parents and carers enable us to begin our profiles.

Children undergo baseline assessment within the first half term of Nursery or Reception using the University of Durham Aspects or PIPs programme. If requested the feedback is discussed with parents and is used to inform our planning for individual needs and target setting.

As the pupils move through the school their progress is monitored by on-going observations, examinations and standardised testing and screening; results are scrutinised by form tutors, Heads of Departments and the Curriculum Director to ensure appropriate progress has been made. Pupils with consistently high levels of attainment across the whole curriculum or who demonstrate particular high level skills in one area are identified as gifted and/or talented.

Assessment cards, Reports and consultation evenings will form the basis for feedback of progress to parents.

Aptitudes in Literacy can be identified when all or most of the following apply.

A pupil: -

- Demonstrates high levels of fluency and originality in conversation.
- Uses research skills effectively to synthesise information.
- Enjoys reading and responds to a range of texts at an advanced level.
- Uses a wide vocabulary and enjoys working with words.
- Sees issues from a range of perspectives.
- Possesses a creative and productive method of thinking and uses advanced skills when engaged in discussion.

Aptitudes in Numeracy can be identified when all or most of the following apply.

A pupil: -

- Explores a range of strategies for solving a problem.
- Works flexibly and establishes their own strategies.
- Is naturally curious when working with numbers and investigating problems.
- Sees solutions quickly without the need to try a range of options.
- Looks beyond the question in order to hypothesise and explain.
- Enjoys manipulating numbers in a variety of ways.

Teaching and Learning

Teachers plan carefully to meet the learning needs of all pupils, giving opportunities for them to show what they know and can do both in class groups and in subjects where pupils are set by ability.

Differentiation is achieved by:-

- A common, open-ended activity which allows the children to respond at their own level.
- Providing enrichment activities that broaden a pupil's learning in a particular skill or knowledge area.
- An individual activity within a common theme which reflects a greater depth of understanding and a higher level of attainment.
- The opportunity for pupils to progress through work at their own rate of learning.

Where appropriate setting for core subjects occurs enabling teachers to concentrate on providing the best practice for a band of ability. Movement between sets ensures flexibility in meeting each pupil's developing needs.

A wide range of extra curricular activities and visits offer pupils the opportunity to extend their learning in a variety of situations and add depth to their experience including:

- The Saturday morning programme
- The Literacy Festival Writers Day
- The Science Festival Experiments Day

- Involving our pupils in externally run activities such as the Young Lawyers Week-end held at the University of London
- Entering pupils for Maths Challenge

Management

The Headmaster, Head of Kingfishers and The Curriculum Director coordinate and monitor the provision and practice within the school for talented and gifted pupils.

This includes: -

- Monitoring departmental and individual Long, Medium and Short term planning to ensure suitable activities are in place in all curriculum areas.
- Reviewing teaching arrangements.
- Monitoring the progress of individual pupils.
- Supporting staff in the identification of and provision for talented and gifted pupils.
- Providing advice and support to staff on teaching and learning strategies.
- Liaising with parents and outside agencies on related issues.