



Park Brow Primary School



Happy - Respect - Pride - Caring - Potential

What *"Perfect"* *"Talented"*
"High Achiever" **does** *"Possessing a special talent"*
gifted *"Highly intelligent"*
"Prodigy" **actually** *"Having exceptional intelligence"*
"Capable" *"Clever"* **mean?**
"Adept" *"An example to others"* *"Skilled"*
"Endowed with natural ability"

Rationale

At Park Brow Community Primary School we aim to work with parents and carers so that you can:

DISCOVER your child's potential

NURTURE their gifts and talents

We recognise the importance of identification in enabling us to cater for the needs of pupils with a particular talent/strength.

We aim to make education an enjoyable, exciting, worthwhile and challenging experience for our pupils.

The terminology for this group of pupils is varied and changing. Over the years many terms have been used, often being grouped into 'gifted and talented' and more recently 'most able' (Ofsted).

Potential Plus (formally National Association for Gifted Children) prefers the phrase, 'high learning potential'. Whatever the terminology, schools should ensure that all pupils are challenged and make good progress in school.

Gifted and Talented students are the top 5-10% of students per school, regardless of the overall ability profile of students.

Definition

The school recognises that pupils with a strength or talent are those pupils who achieve, or have the ability to achieve, at a level significantly in advance of the average for their year group.

Categories of ability

We recognise the potential and achievement of children in a variety of areas:

- A. Intellectual (aspects of English, mathematics and science).
- B. Artistic and Creative (art, design, music, drama).
- C. Social (Personal and interpersonal, leadership qualities, working with adults).
- D. Physical talent (sports, dance, PE, gymnastics).
- E. Practical (Design and technology, mechanical ingenuity).
- F. A pupil who could be recognized as gifted or talented but who is presently not reaching his or her potential.

We also recognise that it is more likely that a child will be outstanding in one or a combination of areas than in everything.

Pupils with talents or strengths are not necessarily good all rounders but may be outstanding in one, or a cluster of areas, within the curriculum.

Identification Strategies

We use a range of strategies to identify more able and very able children. The identification process is ongoing and begins when the child joins our school and involves staff, pupils, parents and carers. Data taken into account will include:

- Information from parents and carers
- Information from previous teachers or pre-school records.
- Discussions with pupils.
- Identification by staff using professional judgments, test and assessment results.

Teaching, learning curriculum and organisation

As appropriate, teachers will provide differentiated activities and a range of support and resources for pupils.

- Curriculum planning at the school is objective led and details three levels of expectations of pupils. This enables teachers to adjust expectations accordingly to ability.
- Ongoing assessment against year group objectives and stages are maintained and used formatively to set new curriculum targets for individuals so that they can achieve at the highest level and always aim to make further progress. Pupils are involved in this process and so are active partners.
- Information regarding supporting activities in the surrounding area will be passed onto the children and their parents/carers to attend if they wish outside school hours.

Inclusion

All have access to all aspects of the curriculum and school life. The school recognises that pupils with talents/strengths may be keen to specialise early in some activities. However, pupils will be encouraged to fulfil their potential in the subjects in which they are without reducing the breadth of their curriculum and personal experience of sporting activity, exercise breaks and fresh air.

Staff development and training

The school makes use of local staff training and wherever possible, enables staff to attend local courses and conferences.

Roles and Responsibilities

The Inclusion Manager, working in collaboration with the Gifted and Talented lead and C. Swinburn will act as coordinator's for pupils at the school and will:

- Maintain the register in consultation with other staff;
- Monitor the school's provision for pupils identified as being 'mastery';
- Monitor the progress of children identified as mastery;
- Arrange annual reviews to discuss progress and gain information about out of school activities and hobbies to add to the child's file.