

Gifted and Talented Policy and Procedures

Issued:	Ed Support Team	Date: November 2017
Approved by:	College of Management	Date: November 2017
	Council of Trustees	Date: November 2017

History of review: This is the second review of the policy now by Maria Copleston.

Date for next review: September 2019

Policy Statement:

In keeping with the ethos of the school, all teachers aim to nurture each child in becoming a well-rounded individual. In aiming to achieve a balance, we strive to give each child the foundation for reaching their full potential throughout their education and later life and to this end we recognise all children as being gifted and talented in some way.

A fundamental part of nurturing balance is recognising the unique individuality of each pupil and learning to appreciate their strengths, weaknesses, and approaches to learning, attitudes and behaviour. At the heart of this lies a close relationship between all teachers and pupils born out of the class teacher remaining with the class for a number of years. Accompanying the child throughout their entire Lower and Middle school years enables the class teacher to gain a deeper understanding of the wide range of abilities children bring and develop, through a holistic approach to teaching learning.

SDSS aims to teach children proficiency in each of the nine intelligences, which have been outlined by Howard Gardener, while recognising individual children's talent in these areas.

Definition for Gifted and Talented Pupils:

1. Gifted- a pupil who has developed or has the potential to develop a range of abilities within the wider curriculum to a level significantly beyond the average members of his/her peers.
2. Talented- a pupil who has developed or the potential to develop a domain-specific ability in the wider curriculum to a level significantly beyond the average members of his/ her peers:

Appreciating a child's strength holistically may involve recognising any of the following:

- Verbal/ Linguistic
- Logical/ Mathematical (Academic strength)
- Body/ Kinaesthetic (Physical ability)
- Musical/ Rhythmic
- Artistic (including Art and Drama)
- Interpersonal (Leadership qualities, Empathy and support for others)

- Intrapersonal (Emotional intelligence)
- Naturalistic
- Spiritualistic

Responsibility for Gifted and Talented pupils:

- All teachers are responsible for identifying, planning for and reviewing the success of progress in their learning of their pupils regardless of their abilities, including gifted and talented.
- The Educational Support Team is responsible for helping to identify pupils with special education needs, including gifted and talented pupils.
- The Educational Support team is responsible for registering such pupils on the SEN register as gifted or talented and for supporting and monitoring teachers, whose educational provision is individually appropriate and in line with the educational principles of balance stated above.
- The Welfare Team (including Safeguarding Team) together with the Educational Support team are responsible for supporting all pupils in their medical and pastoral needs including gifted and talented.

Procedure:

Educational provision:

All teachers work with the Steiner Waldorf curriculum, which addresses the common development of all children through nourishing, age appropriate content. Each child receives encouragement to learn concepts and skills at a differentiated level. This happens by the way of:

- Subject lessons
- Art performances
- Festivals
- Afternoon clubs
- Student council

Identification and Documentation:

Deeper enquiry into an individual' s learning patterns, ability levels, behaviours and needs is an integral part of daily teaching in the SDSS. Teachers engage in the following to deepen their understanding:

- Reflection on the whole child and maintaining observation notes
- Attending the weekly pedagogical meetings. These regularly involve developing way to meeting the child's needs both in terms of their strength and supporting their weaknesses. It is a time for constructive advice as well as celebration of individual successes.
- Undertaking weekly study of Steiner Waldorf Pedagogy and Child Development with colleagues
- Seeking the help of the School Health Practitioner if possible
- Offering conversation time for parents on a regular basis
- Exchanging good practice in the meetings

Planning, Teaching and Reviewing

Teachers follow a cycle of assessing, planning, teaching and reviewing the curriculum, differentiated to pupils' individual needs, including the gifted and talented, setting high expectations at all times.

- Teaching is supported by stimulating and challenging materials and resources.
- Teachers set appropriate and high expectations, motivating pupils to achieve their best. This allows gifted and talented children to respond at their own level to the work required.
- Classroom organisation methods, e.g. "Formative assessment" or where appropriate "group task/ outcome" provide a vehicle for peer learning, independent and open-ended learning, differentiated learning objectives.
- For high achievers, teachers include planned extension activities, setting appropriate challenges and variety.
- The Educational support team is working with teachers to support planning and documentation (e.g. IEP's)
- Subject teachers, Class meetings and Faculty meetings bring together all teachers as well as the Educational Support team to share information of individual children's needs including gifted and talented and support best practice in all lessons
- Teachers including Educational Support team assess and measure pupils' progress in relation to their planned learning objectives through class screenings and class based assessments or individual assessments
- Tutoring and mentoring on a one-to-one basis is set up in the Upper School
- Results are communicated to parents and colleagues in a formal manner (I.E.P's, target cards, reports) and less formal manner (celebration/ descriptive praise etc.)
- Yearly school reports as well as interim progress updates and less formal reports are communicated to parents and to age appropriate pupils.

Information/advice/guidance:

- Potential Plus UK (Charity We are an independent charity supporting children with high learning potential and their families. Many will remember us as the National Association for Gifted Children (NAGC).
<https://www.potentialplusuk.org/index.php/schools/>

Compliance:

- The Education (Independent School Standards) Regulations 2014
https://www.legislation.gov.uk/ukxi/2014/3283/pdfs/ukxi_20143283_en.pdf