

Somerton Middle School

Policy for Gifted and Talented pupils

1. Introduction

Somerton Middle School aims to provide appropriate learning opportunities for all pupils in an atmosphere in which all pupils can realise their potential. Within this context we recognise that some very able pupils will have educational needs above and beyond the mainstream curriculum opportunities offered by the school. Those pupils who have been identified as being more able should have the opportunity to develop their specific skills and talents.

2. Objectives

- To promote equal opportunities for all pupils whatever their gender, background race or ability
- To recognise different starting points for different pupils
- To ensure that, where possible, pupils are taught in their own class groups
- To allocate resources which can be used flexibly
- To liaise with High Schools and other outside agencies so that appropriate provision is supported.

3. Definitions

At Somerton we have used a broad definition of the more able to include pupils who have the potential to perform at a high level in one or more of the following areas

- General intellectual ability
- Specific academic aptitude
- Creative and productive thinking
- Visual and performing arts
- Psychomotor activity

Subject areas are encouraged to target the top 10% of their ability range and consider those pupils as Gifted and Talented.

4. Methods of identification

- Data from feeder schools
- Tests – performance in Key Stage tests, Cognitive Ability Tests and internal assessments/work in class (diagnostic assessments)
- Opinion – this may originate from teachers, parents, the pupils themselves or their peers

5. Our approach

At Somerton, we work hard to ensure that there is a positive environment for all our pupils. We value and recognise achievement in all areas of endeavour equally. Outstanding work in academic areas is given the same degree of regard as outstanding performance in other areas e.g. art, music, sports.

Able pupils should

- work in a secure environment where they feel happy to display ability
- experience challenge
- have access to learning activities which recognise the range of learning styles

- relax and have fun
- know that “having a go” is very important
- be recognised as individuals with strengths and weaknesses

In class approach

This is determined by the nature of the curriculum area and it may include

- enrichment/extension work (not just more of the same)
- working with others of like ability on a particular task or assignment
- differentiated tasks
- an expectation of differentiated outcomes
- specific intervention from the teacher
- working on a specific activity with other able pupils e.g. art master classes concentrating on specific skills

Out of class activities – Examples of enrichment activities

A wide range of extra-curricular activities are provided to pupils of all abilities. These include sports, the Arts, musical opportunities, ICT clubs etc.

Pupils are encouraged to develop their talents through representing the school in tournaments, matches and other events

There are opportunities to take part in LA run workshops in Thinking Skills, Technology, Advanced Learning Centre classes and University of Warwick summer schools.

Able pupils are encouraged to attend masterclasses at High Schools.

The school sponsors pupils to attend writing weekends to extend ability and offer additional opportunities

The school fully supports the Aim Higher programme and welcomes opportunities for pupils to sample further education classes.

This policy was reviewed November 2005

To be reviewed November 2007