



Beaudesert Lower School
Policy for Excellence and Achievement
(formerly Gifted and Talented)
September 2014

Rationale

We believe that gifts and talents rather than being found, discovered or identified are made, created and developed. They relate to the learning of an individual, not to any comparison group. They are not stable, measurable attributes, they may fluctuate depending on the mindset encouraged and the environment and opportunities offered.

This policy is to outline our intention to invest time, energy and resources (to encompass intellectual, physical, emotional and social resources) into any given area of learning.

Rather than a focus on performance, we wish to focus on quality learning with a multi-pronged approach so as to identifying talents and gifts in all pupils. A commitment to developing these for all pupils is crucial.

We seek to promote learning and dispel complacency. Our approach places gift creation above gift identification in importance and thereby raises the bar in achievement for all.

Aims

*To provide a nurturing environment in which emphasis is placed on high achievement for all pupils. Alongside this, positive attitudes to learning and striving will be promoted.

*To provide a rich, challenging and varied curriculum in which pupils can work at their own level and pace, achieve their best and strive towards challenges.

*To work in partnership with home and community.

*To challenge the notion that ability is fixed.

*To develop thinking skills, reasoning, creativity and dialogue in all children

*To support children's personal growth

*To place an emphasis on how effort and development provides great learning and improvement gains

Definition of Gifted and Talented Pupils

Gifted – those pupils who possess a specific skill or aptitude that can be developed further. It may be within social, academic, sporting or practical sphere. This may be apparent across all areas of the curriculum or in one or more specific fields. We expect to identify a wide variety of children and skills

Talented – those who show an *exceptional* talent in an area such as music, sport, leadership, creative imagination or social maturity and are prepared to invest time and effort to develop further.

Identification

Within our rationale, identification of individuals will not relate to number / percentage quotas. Identification will relate to responses of an individual to high- quality provision, and their need for further stimulation and growth in a specific area. Identification will not rely upon recorded tests and assignments and may include children who are on the SEN register.

Parents will not need to be informed of inclusion on 'the G & T register' but will be advised as to any personal or enhanced learning / activity stimulus with discussion centring on where their child may be going next and how they may support them.

No one method of identification can be entirely accurate and a range of strategies will need to be employed. These will include:

- Evidence from classroom and out-of-school activities
- Observations of and discussions with the child
- Parental information
- Information from external agencies

Those involved in the identification process may include:

- Teachers
- Support staff
- Parents/carers
- Pupils themselves
- Peers
- Specialists e.g. sports coaches, music teachers.

Provision

Provision will be inclusive so that it can be made available to all children based upon pupil interest and their personal application.

Because we value child led enquiry and challenge at Beaudesert, we recognise that what happens in the classroom in every lesson lies at the heart of G&T provision.

This provision is flexible and will include many of the following strategies:

- Extension and enrichment activities in every day lessons
- Dilemma based learning
- Higher order thinking skills and tasks within lessons
- Development of independent, engaged, and pro-active learners
- Creation of environments which allow pupils to take responsibility for their own learning and assessment
- Flexible grouping
- Special projects/links with other schools
- After school clubs
- Access to school resources e.g. library, ICT

There will be a focus on the development of intrinsic motivation within children, alongside the development of growth mindset designed to promote outstanding learning for all.

It is also to be noted that we will foster intrinsic learning motivation; learning that comes from within the learner. We will ensure that it is driven by curiosity, creative awareness and a learned passion to master and develop a skill, activity or knowledge. The focus shall remain on the process, ensuring connection and enjoyment for the individual.

Responsible People

- Class teachers
- Support staff
- G&T co-ordinator – Deputy Head
- Head teacher – Mrs E. Cox
- Parents

Monitoring and Evaluating

Excellence and Achievement provision will be reviewed and evaluated once a year before each October half term and updated before January, if necessary. The level of 'Excellence' within our school will be reflected in the amount and quality of effort, commitment, and creative/strategic thinking invested as well as in the opportunities offered to our children.

As before, records and photographs of children's work and achievements will be kept by class teachers, significant achievements will be noted on their recommendation forms.

Certificates brought into school by any child will be shared at weekly celebration assemblies.

*It is to be remembered that "the highest levels of performance in any domain follow an obsession with learning, not a response to someone else's performance demands" (B Hymer 2013).