

Gifted and Talented Policy & Procedures

Policy Owner	SLT
Formally endorsed by	Council of Trustees
Endorsement Date	March 2021
Next Review Date	March 2022

Policy Statement

At Michael Hall School we believe that all children are entitled to an education that will enable them to develop their full potential. We will support each pupil to develop their personal potential in order to achieve a balance of physical, socio-emotional, intellectual and spiritual health.

In line with our commitment to equal opportunity in education we aim to:

- Maintain an ethos where all abilities and talents, are identified, nourished, challenged and celebrated to the school's best endeavour.
- Provide a wide, interesting and challenging curriculum appropriate to each stage of child development in line with Steiner pedagogy
- Include opportunities for extension, challenge and enrichment of learning according to individual needs.

Definition of 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: For example: English language/Communication, Maths/Scientific, Physical/Movement, Visual/Artistic/Performance, Musical, Mechanical/Technological, Social/ Leadership, Intra-personal

Responsibility for Gifted and Talented Pupils

In line with the Michael Hall Inclusion Policy:

- All teachers are responsible for identifying, planning for and reviewing the success of progress in the learning of their pupils regardless of their abilities, including gifted and talented.
- The SENCo is responsible for helping to identify pupils with special educational needs, including gifted and talented pupils.
- The SENCo 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 Inclusion Team is responsible for supporting all pupils in their medical and pastoral needs, including gifted and talented pupils.

School SENCos:

Early Years SENCo: Jenny Robertson

Lower, Middle and Upper School SENCo: Jacqui Phillips

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Procedures

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 way of:

- Subject lessons including literacy, maths, languages, crafts, music, gym, science, etc.
- Art performances, educational visits, visiting speakers and performers etc.
- Festivals /competitions are embraced where possible.
- Pupils have access to clubs that relate to various areas of the curriculum.
- Pupil forums/Student council.
- Support and training for teachers through inset days and SENCo/Learning Support department for gifted and talented pupils with specialist teaching where appropriate.

Identification and documentation

- All teachers use regular in class assessment according to subject areas and developmental needs or exam standards.
- The SENCo screens all pupils in Class 1, 2, 3, 6, 8 using standardized tests from class 6 onwards.
- Pupils who are gifted or talented may demonstrate one or more of the following: Good all-rounders, high achievers in one area, of high ability but low motivation, good verbal ability but poor literacy, very able but short attention span, very able with poor social skills, keen to disguise their abilities. These pupils can have SEN as well as being gifted or talented.
- Parent meetings and Tutor meetings
- Faculty and Subject Teacher 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.
- Classroom organisation methods, e.g. 'Formative Assessment,' or where appropriate 'grouping by task/outcome' provide a vehicle for peer learning, independent and open-ended learning, differentiated learning objectives, using higher level questioning and similar.
- For high achievers teachers include planned extension activities, setting appropriate challenges.
- The SENCO works with teachers to support planning and documentation (e.g. IEP's, provision planning for pupils who are gifted and talented), meeting at least once per term to review progress.

- Subject teachers, Class meetings and Faculty Meetings bring together all teachers as well as the SENCo to share information of individual children's needs including gifted and talented and to support best practice in all lessons.
- Teachers including the SENCo assess and measure pupils' progress in relation to their planned learning objectives, school set or standard norms (class based assessments, class screenings, individual assessments).
- The provision in the Upper School for Tutoring and Mentoring on a one-to-one basis.
- They communicate this to pupils, parents and colleagues in formal manner (ISAMS, reports, IEP's, target cards etc) and less formal manner (celebration/descriptive praise, etc.).
- Progress results are uploaded to ISAMS at least at the end of the school year.
- Yearly school reports as well as interim progress updates and less formal reports are communicated to parents and age appropriately, to pupils.

Support provided to teachers

- Training of teachers in effective teaching of Gifted and Talented children through inset training, shared practices in Faculty or subject teacher meetings and guidance from SENCO.

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