



Sacred Heart School

Service Before Self

Mission Statement:

The Sacred Heart is a Community committed to the education of its pupils in a Catholic Christian ethos, where each person is invited to serve God and others in faith, hope and love.

Aims:

- To foster spiritual growth in Christian faith and values
- To value, appreciate and enjoy learning
- To work for excellence
- To further curiosity and creativity
- To aspire to high ideals

Academic: Curriculum

Gifted and Talented Policy

The Sacred Heart is committed to providing students of all abilities with the best possible learning experience. We aim to provide the opportunity for all students to be inspired, motivated and enthused by our curriculum. Pupils are encouraged to be both positive and proud about their abilities and feel valued and supported by all staff.

Aims are to ensure that:

- Whole School and subject procedures are in place to identify Gifted and Talented students.
- Staff are aware of the Gifted and Talented students and their individual needs in order that they can plan effectively.
- Teaching staff are provided with guidance to help them meet the needs of very able children.
- Monitor the academic progress of the gifted and talented cohort.

Definition

DCSF defines the group supported by the National Programme for gifted and talented education as: "Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities)."

Identification:

The Sacred Heart School will identify gifted and talented students by a variety of methods:

- Teacher observation and recommendation (using the checklist on page 4 of the document: "Identifying gifted and talented learners – getting started (Revised May 2008)" – see Appendix 1).
- NFER and MIDYIS test data (for example, pupils with a MidYIS score of 120 or more).
- Prior testing and examination achievement.
- Reports from previous schools.

Pupils who are nominated will be recorded on the Gifted and Talented register and their progress as a cohort will be examined to spot trends.

The identification process is ongoing and should be revisited in staff meetings at least once per academic term.

Provision:

Provision for the Gifted and Talented students will be made in the following ways:

- Teaching staff will ensure that the Schemes of Work and lessons taught are differentiated in order to meet the needs of all students and provide for extension, enrichment and acceleration **where appropriate**.
- Staff will monitor identified Gifted and Talented students within their classes; and work collaboratively across the school to ensure continuous improvement in that provision.
- Able students will be actively encouraged to take part in enrichment work and extra curricular activities. These activities will be subject to regular review with the objective of ensuring that we are catering for as wide a range of interests as possible.
- With smaller class sizes, teachers can tailor lesson content to extend pupils with particular areas of interest.
- Discussion of provision and the sharing of ideas should be scheduled on staff meeting agendas set out at the start of an academic year.

Monitoring and Review:

By members of APCC on two yearly basis

Checklist for Gifted and Talented

General characteristics of gifted and talented learners

The following characteristics (taken from the 1998 Ofsted review of research by Joan Freeman) are not necessarily proof of high ability but they may alert teachers to the need to enquire further into an individual's learning patterns and ability levels.

He or she may:

- Be a good reader.
- Be very articulate or verbally fluent for their age.
- Give quick verbal responses (which can appear cheeky).
- Have a wide general knowledge.
- Learn quickly.
- Be interested in topics which one might associate with an older child.
- Communicate well with adults – often better than with their peer group.
- Have a range of interests, some of which are almost obsessions.
- Show unusual and original responses to problem-solving activities.
- Prefer verbal to written activities.
- Be logical.
- Be self-taught in his/her own interest areas.
- Have an ability to work things out in his/her head very quickly.
- Have a good memory that s/he can access easily.
- Be artistic.
- Be musical.
- Excel at sport.
- Have strong views and opinions.
- Have a lively and original imagination/sense of humour.
- Be very sensitive and aware.
- Focus on his/her own interests rather than on what is being taught.
- Be socially adept.
- Appear arrogant or socially inept.
- Be easily bored by what they perceive as routine tasks.
- Show a strong sense of leadership; and/or not necessarily appear to be well-behaved or well-liked by others.

Underachievement

Gifted and talented underachievers may tend to:

- Have low self-esteem;
- Be confused about their development and about why they are behaving as they are.
- Manipulate their environment to make themselves feel better.
- Tend towards a superior attitude to those around them.
- Find inadequacy in others, in things, in systems, to excuse their own behaviours.

Educational terms used in this document

Gifted and Talented

At the Sacred Heart we use this term to encompass those children who are academically able, as well as those who are gifted and talented in particular areas of the curriculum. This therefore includes around 10% of the school population

Enrichment

Enrichment consists of providing material that will be more challenging and deepens understanding of a subject. However, these activities may be time consuming and self-absorbing. Enrichment does not replace core work, but is a supplement to it

Enrichment activities need not be provided in the classroom, but can be through after school events and weekend activities. Enrichment is an area where parents may like to take an active role

Extension

Extension enables children to move through the curriculum faster than normal and allows a pupil to make rapid progress. A disadvantage of extension is that at a transitional point between classes or schools, a pupil may find that repetition will necessarily take place while the child is being informally assessed in the new environment. Extension may be offered to a pupil, but they will not always choose to perform the extended tasks

Enhancement

This involves broadening the curriculum through subjects not covered by the standard curriculum.

Acceleration

Acceleration is when pupils are placed ahead of their year group to be taught with older pupils. At the Sacred Heart this is not normal practice, because although the pupil may be very able academically, they may not be socially mature and may indeed be socially immature in relation to their peers

Differentiation

Differentiation is the meeting of different learning abilities through

- Providing activities which are capable of producing different attainment outcomes
- Adding additional tasks to challenge able students
- Providing work that is matched to different attainment levels
- Enrichment activities providing breadth and range for all students
- Extension activities adding sophistication to work provided to all
- Additional support to enable success in work which the pupil would otherwise be unable to do so