

Gifted and Talented Policy December 2018

Reviewed By: Nicola Conlin
Reviewed on: December 2018
Next review: August 2019
Related Policies: SEND Policy

Endorsement

Full endorsement is given to this policy by:

Name: Claudia Goodbrand
Position: Cambridge Steiner School Trustee

Signed: 

Date: December 2018

1.0. Philosophy

At Cambridge Steiner 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.

2.0. 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

3.0. Responsibility for Gifted and Talented Pupils

In line with the Cambridge Steiner School SEND Policy:

- We recognise that some pupils will have particular needs, whether they are exceptionally gifted or able or because they have difficulties that make learning more challenging. We seek to identify those needs on an ongoing basis through our procedures, and to put in place support to meet those needs wherever reasonably possible.
- 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 SENDCo is responsible for helping to identify pupils with special educational needs, including gifted and talented pupils.
- The SENDCo 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 Class/KG Teacher is responsible for supporting all pupils in their medical and pastoral needs, including gifted and talented pupils.

School SENCo: Nicola Conlin - nicola.conlin@cambridge-steiner-school.co.uk

Trustee Responsible for SEND: Claudia Goodbrand - claudia.goodbrand@cambridge-steiner-school.co.uk

4.0. 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, games, problem solving, outdoor curriculum etc
- Educational visits and class trips
- Festivals
- After school clubs
- Support and training for teachers through team meetings and SENDCo, for gifted and talented pupils with specialist teaching where appropriate.

5.0. Identification and documentation

Observation and assessment of a child's learning needs and progress is an integral part of daily practice within the Cambridge Steiner School. In addition a child may be identified as Gifted and Talented through;

- Teacher's use of regular in class assessment according to subject areas and developmental needs

- The SENDCo, or independent SEND consultant assessing a pupil using Wide Range Achievement Tests or similar standard assessment
- Observation of particular behaviour or learning styles. 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
- Faculty meetings

6.0.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. (See SEND Policy 'Graduated Approach')

- 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. Assessment in the Lower School is primarily formative, supportive, positive and individualised.
- For high achievers teachers include planned extension activities, setting appropriate challenges.
- The SENDCo supports the process by developing an agreed Learning Plan, with involvement from teachers, parents/carers and the child where appropriate. This will outline the child's strengths and challenges, areas of need, agreed outcomes and support strategies
- Teachers are supported through discussions within the faculty/team meeting where strategies and/or suggestions for actions may be identified
- The Learning Plan is implemented, and reviewed at least termly by the teacher, SENDCo, parent/carers and the child if age appropriate
- Progress is monitored, and changes made to the Learning Plan as necessary

7.0.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 SENDCo