

GIFTED AND TALENTED POLICY

At the Steiner Academy Exeter we believe that all children are entitled to an education that will enable them to develop their full potential. We aim to do this in a way that achieves a balance of all-round physical, social, emotional, intellectual and spiritual development.

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;
- 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

- 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 Inclusion Team** is responsible for helping to identify pupils with special educational needs, including gifted and talented pupils;
- The Inclusion Team 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.

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:

- Main Lessons, Subject lessons including literacy, maths, languages, crafts, music, gym, science, etc
- Art performances, educational visits, visiting speakers and performers etc
- Festivals/competitions and clubs where possible.

- Support and training for teachers through inset days and Inclusion staff for gifted and talented pupils with specialist teaching where appropriate.

Documentation, Planning, Teaching and Reviewing:

- All teachers use SAE's assessment framework to identify specific needs, including particular strengths. These are recorded in the PPS (Pupil Profile Summary).
- Each PPS is reviewed half-termly and informs the teacher's planning.
- 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.
- For high achievers teachers include planned extension activities, setting appropriate challenges.
- The Inclusion Team works with teachers to support planning and documentation (e.g. IEP's, provision mapping for pupils who are gifted and talented), meeting at least once per term to review progress.
- Subject teachers, Class meetings and Collegiate Meetings bring together all teachers as well as the Inclusion and other support staff to share information of individual children's needs including gifted and talented and to support best practice in all lessons.
- 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 The Learning
- Inclusion team provides strategies and effective teaching methods to support Gifted and Talented pupils in our School.

** Inclusion Team may include: SENCo, Behaviour Support, Learning Support.