



# **CAMBRIDGE PRIMARY SCHOOL**

## **(gIFTED AND tALENTED STUDENTS)**

### **SHOOTING STARS**

#### **Purpose**

Cambridge Primary School acknowledges the diverse range of skills, abilities, talents and learning styles of individual students and recognizes that some students have the potential to perform well above what is expected in a specific area of the curriculum.

This policy also acknowledges that:

- There are varying degrees of giftedness, not only in the traditional academic sense but also in the areas such as art, music, leadership and sport.
- Gifted students have particular learning requirements and need to be nurtured to ensure their potential is fully developed.

#### **Guidelines**

- To identify these students as early as possible.
- To provide these students with opportunities to realise their potential.
- To provide these students with appropriate and ongoing educational opportunities.
- To provide these students with a differentiated educational curriculum.
- To ensure staff have access to professional development in the area of gifted education.
- To ensure that parents and guardians have opportunities to be involved in the education of these students.

#### **Implementation**

- A Gifted and Talented Coordinator to be appointed. This coordinator will be trained in identifying and responding to students of high potential.
- The Gifted and Talented Coordinator will take an active role in the local Gifted Education Network and may choose to access accredited service providers available from DE&T and the Gifted Education Strategy to assist in the development of programs for Gifted and Talented students.
- Where parents/guardians or outside agencies regard a student to be 'gifted' they will consult firstly with the classroom teacher. The classroom teacher will then consult with the Gifted & Talented Co-ordinator or Assistant Principal. Where the classroom teacher believes a child to be 'gifted', they will first consult with the Gifted & Talented Co-ordinator or the Assistant Principal. A variety of identification methods will be utilised to determine students of high potential. A range of criteria and a balance of objective and subjective assessment procedures need to be used. These

may include:

- teacher observation and assessment of performance
  - teacher devised tests
  - parent observation
  - checklists of traits and characteristics
  - cumulative school history
  - anecdotal evidence
  - standardised achievement tests
  - tests of cognitive/intellectual ability
  - external testing
- A range of classroom enrichment and extension activities will be implemented to meet the diverse needs of gifted and talented students. Options may include:
- **Thinking Curriculum Strategies:**
    - **Habits of Mind**
    - **De Bono's Thinking Tools** (*specific activities designed to encourage students to approach problems in a variety of ways*).
    - **Bloom's Taxonomy and Gardiner's Multiple Intelligences** (*planning tools to assist teachers to plan activities based on student preferred learning styles*).
    - **Flexible classroom groupings**
  - **Individual Learning Plans**
    - Learning activities will encourage the development of:
      - abstract and higher order thinking skills
      - independent thinking and open inquiry
      - problem solving skills
      - research skills
      - self understanding
    - Presenting ideas and products that challenge existing ideas
    - Focusing on open-ended tasks
    - Encouraging resource-based learning
    - Providing appropriate enrichment and extension activities.
      - A range of enrichment programs outside of the classroom environment will be offered. Options may include:
        - **Tournament of Minds**
        - **Arts Festival**
        - **Choir**
        - **Virtual Classroom**
        - **Maths Talent Quest**
        - **NSW English and Maths Competitions**
        - **Enrichment Activities such as Tennis /Gymnastics**
        - **Sporting activities**
        - **Re@ct Film Festival**
- Staff to be provided with professional development to develop their skills in identifying and providing appropriate educational programs. Staff Professional Development needs will be ascertained annually
- Parents/Guardians are to be actively involved and encouraged to participate in catering for the needs their gifted students. Programs and activities that may be accessed outside the school setting will be brought to the attention of parents/carers via the school newsletter.
- Where external programs and activities are deemed suitable for specific individuals their parents/guardians will be advised by the classroom teacher, or the Gifted & Talented Co-ordinator. Gifted students may have learning needs requiring a faster pace of study. The level of giftedness provides a guide to the degree of acceleration necessary.

- Where necessary, gifted students will be provided with access to Educational Student Support Services to aid their social and emotional well being.
- A Gifted and Talented Program Budget will be developed by the Coordinator in consultation with classroom teachers.
- Information regarding Gifted and Talented students will be communicated to the classroom teacher via the students' individual file.

#### Evaluation and Review

- This policy will be reviewed as part of the school's three-year review cycle.

#### Evaluation

- Review the format of the Individual Learning Plans.
- Curriculum Audit i.e. classroom programs.
- Annual Report.
- Library audit of material to support program.
- Level of participation in the special competitions and projects.

<u>Ratification Date</u> June 2005	<u>Review Date</u> Year 2011	<u>Policy Number</u> 41.	<u>Version Number</u> 1.	<u>Date Produced</u> July 2000
---------------------------------------	---------------------------------	-----------------------------	-----------------------------	-----------------------------------