

G.A.T.E Policy

Contributed by Administrator
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GIFTED AND TALENTED EDUCATION (GATE)

The GATE Policy below has been reviewed by the staff and community and now will be presented to the Policy Sub Committee of the PTA and then to the Board of Trustees.

Gifted and Talented Education

G.A.T.E.

DEFINITION

Gifted and Talented children at Cockle Bay School are those students who have talents or abilities or potential in one or more area where achievement is significantly higher than their cohort group.

EXPLANATION

Making ongoing provision for Gifted and Talented children is a matter of equity. It will help them to reach their optimum development and achieve emotional, physical and intellectual well being.

Children with significant abilities can demonstrate a combination of outstanding ability and commitment in comparison with their peers. They often view their world in an original way and are able to offer divergent solutions to problems.

RATIONALE

NAG 1 (iii)c

National Administration Guideline (NAG) 1 (iii)c requires boards, through their principal and staff, to use good quality assessment information to identify students who have special needs (including gifted and talented), and to develop and implement teaching and learning strategies to meet the needs of these students.

Schools were notified about the inclusion of gifted and talented students in this NAG in December 2003, and have been required to implement gifted and talented provisions since Term 1, 2005.

(School's Provision for Gifted and Talented Students: Good Practice June 2008)

PURPOSES

1. To select learning experiences most suited to the pace and level of the identified students
2. To identify and develop the innate potential of gifted and talented students so that their abilities are recognised, valued and catered for appropriately
3. To provide opportunities for Gifted and Talented students to work together or individually as appropriate to their learning requirements

4. To give clear direction to all involved in matters of identification, teaching methods, monitoring, resources, records, programming, cooperating with and reporting to parents, and evaluation.
5. To put in place a differentiated approach to teaching, flexible enough to cater for the many kinds of special abilities.
6. To provide suitable professional development for all staff. eg "Differentiated Learning Environments"
7. To develop effective management systems to support the continuity of these programmes, including documentation which ensures accurate tracking and ongoing evaluation, i.e. student management system

GUIDELINES

The National Curriculum 'Guidelines for Gifted and Talented Students' (2000) provides a framework from which Gifted and Talented students can be enriched and extended in their education.

1. Any Gifted and Talented programmes should aim at:
 - a. intellectual challenge through quality not quantity
 - b. developing self-direction and independence of thoughts and actions
 - c. encouraging originality and imagination
2. Ongoing gathering of information is necessary. Gifted and Talented abilities may emerge at different times of the child's schooling and in different circumstances.
3. Identification procedures will be ongoing and regularly reviewed. They will be carried out with consistency throughout the school year at regular intervals and recorded in the school's student management system.
4. Flexibility in arrangement of programmes is essential. There may be need for in-class groupings, withdrawal groupings or individual education plans.
5. Ongoing staff professional development and in class support for teachers, provided by the management and outside providers, will be essential for the success of the GATE programmes in every class.
6. The whole teaching staff will share in the development of credible, manageable and flexible structures to achieve the purposes referred to above.
7. The strengths and interests of staff as well as mentors from the wider community will be utilised to maximise the learning opportunities provided for Gifted and Talented students.
8. The school will foster open communication with regards to the Gifted and Talented students. Management and staff will work collaboratively and consultatively with parents and the wider community to develop and build strong relationships.

CONCLUSION

Differentiated learning programmes in the classroom and school environment enable all students to participate in a wide range of challenging and enjoyable activities. Opportunities are made for Gifted and Talented students to share their ideas and special strengths with others so they have the ultimate satisfaction of experiencing personal fulfilment.