



GIFTED AND TALENTED POLICY

Ratified by Head	10 th October 2019
Next Review (3 yrs)	Autumn 2022

INTRODUCTION

In our school we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified as 'gifted' and 'talented' according to national guidelines.

In these guidelines the term 'gifted' refers to a child who has a broad range of achievement at a very high level. Those children who are gifted often have very well-developed learning skills.

The term 'talented' refers to a child who excels in one or more specific fields, such as sport or music, but who does not perform at a high level across all areas of learning.

In our school, we also use the term 'more able' for children who are working consistently above the national expectations for their year group.

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The school's vision and values talks of valuing the individuality of all our children. The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our more able and very able children.

AIMS AND OBJECTIVES

Through this policy we aim to:

- ensure that we recognise and support the needs of our children;
- enable children to develop to their full potential;
- offer children opportunities to generate their own learning;
- ensure that we challenge and extend the children through the work that we set them;
- encourage children to think and work independently.

IDENTIFICATION OF GIFTED AND TALENTED CHILDREN

We use a range of strategies to identify gifted and talented children. The identification process is ongoing and begins when the child joins our school. Each child's pre-school record gives details of their achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.

As the children progress through the school, we test them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets. We

identify them as gifted or talented when they achieve high levels of attainment across the curriculum, or in particular skills or aspects of subjects.

The children undertake national tests in Year 1, 2 and Year 6, plus termly internal assessment tests in Years 1, 3, 4 and 5. Teachers also make regular assessments of each child's progress in all subjects of the National Curriculum. The information from these tests is used by teachers to support their assessments of the children and to ensure that each child is making appropriate progress.

Each teacher assesses every child in their class each half term. This is then recorded in the school's tracking system, Target Tracker. Each term, the teachers then report the results of their assessments to the Headteacher. Teachers discuss the children's progress with parents at the termly consultation evenings, and produce a written report annually on each child's progress in July.

APTITUDES IN ENGLISH AND MATHEMATICS

Gifted and Talented children in **English** are identified when they for example:

- achieve significantly higher standards than those expected nationally
- demonstrate high levels of fluency and originality in their conversation;
- use research skills effectively to synthesise information;
- enjoy reading and respond to a range of texts at an advanced level;
- use a wide vocabulary and enjoy working with words;
- see issues from a range of perspectives;
- possess a creative and productive mind and use advanced skills when engaged in discussion.

Gifted and talented children in **mathematics** are identified when they for example:

- achieve significantly higher standards than expected nationally
- explore a range of strategies for solving a problem;
- are naturally curious when working with numbers and investigating problems;
- see solutions quickly without needing to try a range of options;
- look beyond the question in order to hypothesise and explain;
- work flexibly and establish their own strategies;
- enjoy manipulating numbers in a variety of ways.

PLANNING, TEACHING AND LEARNING

Teachers in our school plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- a common activity that allows the children to respond at their own level;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;

- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for children to progress through their work at their own rate of learning.

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the gifted and talented learner.

Our curriculum provides stimulating and creative experiences for all children and opportunities for them to achieve very highly; regular visits out, visitors in and 'curriculum days' help to support this.

The school offers a wide range of extra-curricular activities that widen the opportunities for children to achieve. These include specialist music tuition, performance opportunities and specialist PE clubs. The school takes part in a variety of competitive sporting events with local and LA wide schools.

MANAGEMENT STRATEGIES

The school's SLT co-ordinates the provision and practice within the school for gifted and talented children. Their role includes:

- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by gifted and talented children across all curriculum areas;
- regularly reviewing the teaching arrangements for gifted and talented children;
- monitoring the progress of gifted and talented children through termly discussions with teachers;
- supporting staff in the identification of gifted and talented children;
- providing advice and support to staff on teaching and learning strategies gifted and talented children;
- liaising with parents and governors on issues related to gifted and talented children.

The SLT monitors this policy on a regular basis and gives feedback to the governing body. The monitoring includes feedback from parents and children, as well as regular classroom observations of teaching and learning, learning walks and book scrutinies.