

### INTRODUCTION

This policy is a statement of the entitlement of children with high ability at this school. It has been developed from reading and research, through staff consultation and by CPD.

The policy now reflects the expertise of staff within the school. It also reflects the commitment of the school to support the able child. The Governors will be aware of these needs and that there should be provision within the budget for resources.

### AIMS

- ❖ To support the abilities, personal qualities and talents of all children.
- ❖ To ensure that all children receive an education appropriate to their abilities.
- ❖ To provide teaching which makes learning challenging and enjoyable. To provide higher order thinking and questioning skills.
- ❖ To employ a wide variety of methods of recognition of potential.
- ❖ To recognise under-achievement and to seek to remove it.
- ❖ To stimulate children through extracurricular activities and through curriculum enrichment.
- ❖ To have the expectation that the curriculum for all will be extended by realising the needs of the most able.
- ❖ To train staff and to provide for these aims to be achieved.
- ❖ To compile a Gifted & Talented Register and enter this on the School Census

### DEFINITION

Children are defined as gifted and talented in areas of:

- general intellectual ability
- specific aptitude in one or more subjects
- leadership
- creative and performing arts
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### Exceptionally able children

These children will be performing well above their chronological age.

Children working one level above age expectations may be considered gifted or talented but this is a crude measure and should be taken in the context of the whole child.

### RECOGNITION

Children are continually tested by means of national tests and assessments throughout the school. In addition the following methods will be used:

- ❖ teacher observation and assessment
- ❖ checklists
- ❖ background knowledge
- ❖ the expertise of the co-ordinator in supporting the judgement of the teacher
- ❖ peer nomination
- ❖ parent nomination

No one single method can be entirely accurate.

The school will seek to provide an enriched curriculum for all children. Through this it will be possible to identify the most able. The school will then seek to further provide.

#### PROVIDE – IDENTIFY – PROVIDE

When identifying children for the G&T register it is vital that we use our professional judgement. In Reading, Writing and Maths a general rule is to look at children working a level above age related expectations as being gifted or talented. In other areas, such as leadership, identifying children may come from the ability they show in Speaking and Listening and in organisation skills. Talented singers, sportspeople and artists are often easily identified as being such, but it is important when auditing for this area that the evidence base used in identification is recorded.

### ORGANISATION

Acceleration is not usually recommended because there may be social difficulties through differences in levels of maturity. It should be possible to address the needs of these children within the appropriate year group. However, there will be times when it will be appropriate for children to work with older children, through curricular activities and through visits to secondary schools. Withdrawal groups can be used but these must be done sensitively. Mentoring is valid and to be welcomed. The school will provide mentors from adults within the school.

### CLASSWORK

Enrichment/extension work is provided by all teachers in all classes as part of normal differentiated provision. This is shown on planning documents. Working with others of like ability is important. This can be made possible by group work, or by the use of setting. Differentiation should provide activities requiring higher order thinking skills. Gifted children

## **Gifted and Talented Policy**



need to be challenged. The role of the teacher is vital in challenging the thinking of the gifted child.

### **EXTRA-CURRICULAR ACTIVITIES**

These are highly valued for the gifted and talented child and include:

1. Club activities – curriculum subjects and ‘enrichment’ activities such as Activity days and Master classes. These may be organised by the school, the Downham Cluster or external providers.
2. Day and residential visits.
3. The use of specialists e.g. teachers from secondary schools, visiting artists and authors.
4. A broad, creative curriculum, giving children a chance to thrive.
5. Golden Club in KS2 gives further opportunities for curriculum extension.

### **CO-ORDINATING AND MONITORING**

The following people can support this through regular reviews:

1. Headteacher
2. Gifted and Talented Co-ordinator/SENCO
3. Co-ordinators for PHSE will support pastoral issues.
4. Governor with responsibility for Gifted & Talented Children.

### **REVIEW AND DEVELOPMENT**

Each year the school will draw up a register of able children in each year group. The Senior Management Team in its meetings will keep this list under review. In addition there will be a register of under-achieving children. Their progress will be closely monitored. These children will be entered on the School Census.

### **PARTNERSHIP WITH PARENTS**

Parents and teachers will work together for the needs of the gifted and talented child.

## **Gifted and Talented Policy**



### **SECONDARY TRANSFER**

The school will liaise with DMA and others where applicable to provide information on Gifted & Talented Pupils.

### **EVALUATION**

This policy will be evaluated by SLT analysing attainment and achievement of those young people identified on the G&T register and auditing provision in school and in the cluster.

*This policy is reviewed every 2 years.*

**THE NATIONAL ASSOCIATION FOR GIFTED CHILDREN (NAGC) has developed ten principles of good practice for schools. They are:**

1. Flexibility in meeting needs
2. Valuing diversity, dealing with underachievement
3. A partnership with pupils and parents
4. The leadership of the Headteacher and Senior Team
5. Regular observation and review with early and prompt intervention
6. High teacher expectations
7. Positive attitudes by teachers who are prepared to “Go the extra mile”
8. Close primary/secondary liaison
9. Good use of external resources
10. The absence of labels, working to the child’s strengths.