



POLICY FOR GIFTED AND TALENTED PUPILS

Garlinge Primary School and Nursery is a place for everyone to succeed and thrive with inclusion at its heart.

Garlinge Primary School and Nursery is a Rights Respecting School. As part of our commitment to the UN Convention on the Rights of a Child, please find links to the articles 23, 28, 29 and 31 throughout this policy. Details of the following Articles can be found on the school website.

Educational visits and learning outside the classroom are an integral part of life at Garlinge Primary School and Nursery, furthering the education of the pupils. Educational visits and learning experiences outside the classroom are arranged for pupils at Garlinge Primary School and Nursery when pertinent to the Learning Intention of the lesson.

Rationale

Our school values all children equally and endeavours to ensure that each child should have the opportunity to realise his/her potential in a challenging and supportive environment. Our school will have, at any time, talented or gifted pupils, some of whom may be exceptionally able and this may be in one or more areas of learning. We believe that we can make a difference in enabling these pupils to achieve the greatest possible progress and recognise the value and importance of identifying and celebrating their achievements and successes. Research has shown that by making provision for gifted and talented, the standards of achievement are raised for all pupils.

1. Aims

The aim of this document is to ensure a consistent approach to the identification and support of the gifted/talented child through:

- An agreed, shared definition of the terms "more able", "gifted", "talented"
- Identification of talented or gifted pupils as early as possible
- Aiming to meet the pupils' needs with a range of appropriate strategies
- Raising staff awareness of the range of strategies available to them
- Providing access to a suitably differentiated and challenging curriculum
- An emphasis on creating opportunities for pupils to identify their gifts and talents
- Implementation of interventions to challenge and support progression of gifted or talented pupils
- Monitoring of progression and attainment of pupils identified as gifted or talented
- Provide staff with clear assessment criteria to support the identification of gifted or talented pupils
- Appointing a Gifted and Talented Co-ordinator to co-ordinate the above

2. What does gifted and talented mean for Garlinge Primary School and Nursery?

The Qualifications and Curriculum Authority defines gifted and talented as: "Gifted and talented pupils are those that will exceed the expectations for their age group, either in all subjects or just one. The gifted and talented are a diverse group and their range of attainment will be varied, some do well in statutory national curriculum tests or national qualifications. However, being gifted and talented covers much more than the ability to succeed in tests and examinations. Therefore, it is impossible to set one way of identifying gifted and talented pupils." 'Gifted' generally refers to the top 5% of the school population in academic subjects and

'talented' to the top 5% in other subjects. 'More able' pupils refer to the expected performance of children within a particular year group that are working above average. Every class is differentiated to meet the needs of all children including a 'more able' group. This 'more able' group will include the one or two pupils who are identified as 'gifted' or 'talented' or more rarely 'exceptionally able' or 'genius'.

3. Identification

There is a wide range of identification strategies available to assist schools.

Identification is usually made by:

- Teacher nomination
- Reports from previous schools
- Test results/teacher assessments
- Pupil's work
- Parental information
- Information provided by external agencies (e.g. sports organisations, music tutors, etc.)
- Teacher and/or Gifted and Talented Co-ordinator observations

Assessment methods:

- Teacher observation
- Benchmark tests/assessments – end of key stage tests, optional SATS, NFER, etc
- In-house subject tests or assessments
- Response to increased challenges
- Specific assessment criteria linked to identified area of gift or talent

Once identified the class teacher will work alongside the Gifted and Talented Co-ordinator. If agreed that the criteria are met, the child's name is entered in the G&T register.

4. Modes of Working

The class teacher will:

- Assess/gather data to support the nomination
- Liaise with the Gifted and Talented Co-ordinator
- Agree, plan and implement appropriate provision
- Record strategies to be used
- Include provision in medium & short term plans, as appropriate
- Review provision regularly
- Analyse progression and attainment of nomination
- Include provisions for nomination on school provision plans
- Liaise with parents, where necessary, to inform the progress and provisions provided for nomination

It is the role of the Gifted and Talented Co-ordinator to:

- Liaise with class teachers
- Work with the teacher to support the pupil and plan provision
- Maintain the G&T register and update annually
- Work with all parties to decide upon the strategies to be used to maximise learning and development
- Review the effectiveness of the policy
- Provide staff with access to assessment criteria and resources
- Develop scheme of works for interventions to support TAs delivery of provisions

5. Differentiation

All children at Garlinge Primary School and Nursery are taught in line with the national curriculum, with good and outstanding teachers setting high expectations of both the teaching and the learning. The expectation is that 85% of the class are taught the core curriculum with the use of excellent adult support, using practical resources and manipulatives where appropriate.

Each curriculum department must work alongside the Gifted and Talented Co-ordinator to support the identification and incorporation of a clear set of criteria for the identification of gifted and talented students, and establish ways of planning learning opportunities as part of every lesson and intervention or provision to suitably challenge the pupil. This will involve:

- Effective assessment for learning that informs the planning of challenging curricular targets and differentiated learning objectives.
- Challenging children's learning by providing a combination of enrichment, extension and accelerated learning opportunities.
- Opportunities for independent learning.
- Fully support in specific areas.
- Encouraging independent thinking and open inquiry.
- Selecting and using questions that stimulate higher order thinking.
- Encouraging and supporting students in asking their own questions.
- Promoting and modelling a variety of thinking skills.
- Modelling and requiring children to use effective problem-solving techniques.
- Using class discussion effectively.

6. Provision

Where a child is gifted or talented in one or more areas, they will be supported within the classroom. Teachers should seek to use a variety of techniques and strategies to provide for the 'gifted' child.

Planning for the 'gifted' child:

- Identifying provision for 'gifted' and 'talented' pupils in subject policies
- Planning a differentiated curriculum with a balance of whole class, group and individual teaching if necessary through interventions
- Setting differentiated homework
- Differentiation through pace, task, dialogue, support, outcome, resource, content and/or responsibility
- Planning a variety of extension and enrichment activities
- Discuss strategies and schemes of provision with Gifted and Talented Co-ordinator

Challenging the 'gifted' child:

- Problem solving and investigation to develop reasoning and thinking skills
- Use and model open-ended questions and tasks
- Competition against self through target setting
- Opportunities for creative and productive thinking

Extending and enriching the curriculum:

- Use of additional support, TAs, other adults, for one to one or group work to extend child in a specific area (social or academic)
- Clubs at lunchtime or after school, covering academic as well as other activities
- Participation in special competitions
- Monitoring, Assessment and Evaluation
- Provide opportunities for the child to 'teach' one to one or small groups within a class setting to challenge their understanding
- Provide child opportunities to review own learning, supporting them with making clear self-assessments about progress and challenging them to think about how they could improve further

Student achievements will be monitored and evaluated.

This process will include:

- Regular observation and recording of progress across the curriculum
- Encouraging pupils to assess and review their own performance
- For further information on current assessment please see our Assessment Policy

7. Process for Development and Review

- Our commitment to support the gifted and talented pupils is reflected in our School Development Plan
- This policy and the success of the school's provision for the 'gifted and talented' pupils will be reviewed annually by the Gifted and Talented Coordinator and will be ratified by the Senior Leadership Team every three years.

Policy adopted by Governing Body on _____

To be reviewed on _____

Signed by Headteacher _____

Signed by Chair of Governors _____