



Gifted & Talented Policy

April 2013

Approved by GB: April 2013

Next review due: April 2016

Purpose of Policy

This policy will form the basis upon which we outline the purpose, nature and management of Gifted and Talented provision in our school.

The policy reflects the views of all the staff of the school. It has been drawn up following consultation with all staff and children, and has full agreement of the Governing Body.

All staff are fully aware of their role in its implementation. Staff have access to the Policy via the *Staff Room on Fronter* and on the school's server via the Teacher's Drive. Parents requesting to see a copy of the policy can do so by making their request to the Head Teacher.

Aims and Outcomes

- Explain the definitions for **Gifted** and **Talented**
- Provide guidance on identifying children who are Gifted and Talented
- Explain how the school makes provision for those on the register – both in school and wider opportunities

Gifted and Talented in Primary Schools

Gifted and Talented are children that have been identified by the school as gifted and/or talented because their ability is developed to a level significantly ahead of their year group within the school, or because they have the potential to develop such ability. The child might:

- Have specific academic aptitude or affinity for any curriculum area, subject or aspect of a subject
- Show evidence of high attainment across a wide range of subjects, or demonstrate high levels of attainment in particular subjects or aspects of their work
- May demonstrate ability in music, PE and the creative arts
- May be particularly creative in other aspects of their learning
- They may be outstanding leaders or team members or possess outstanding interpersonal or intra-personal skills

Gifted describes learners who have the ability to excel academically in one or more subjects such as English, geography, technology.

Talented describes learners who have the ability to excel in practical skills such as sport, leadership, artistic performance, or in an area of vocational skill. Skills like leadership, decision-making and organisation are also taken into account when identifying and providing for G&T children. We also celebrate and recognise talents which are 'trans-intellective' e.g. empathy, resourcefulness and resilience.

At Churchfields Junior School, we prefer to refer to these children as 'more able'

At Churchfields Junior School, teachers identify more able children as being approximately 5% of the total school population. This population is a reflection of the ability of the cohort of the school. We recognise that children develop at different rates and that, children who are not identified as either more able in one year may well be regarded as more able the following. The cohort is in no way set in stone. Pupils can also be added to or removed from the register within a specific year.

SUBJECT LEADER

- Consultation with staff and governors
- Regular review of the policy
- Monitoring the provision for more able pupils
- Development of INSET
- Keeping up to date with information about teaching able, gifted and talented pupils and disseminating such information to colleagues
- Development of links with organisations and agencies who support gifted and talented pupils
- Analysing data to ensure that the more able cohort is representative of the school
- Liaising with all parties involved with 'more able' pupils, including the pupils themselves

THE ROLE OF PARENTS

Partnership between schools and parents is central to the all round development of our most able pupils. It is the parent's responsibility to:

- Provide clear information about their child's achievements outside of school
- Support the school wherever possible in the provision of additional activities

ROLE OF THE GOVERNORS

It is the role of the governing body to:

- Ensure equality of opportunity for gifted and talented pupils
- Enable the sharing of expertise and the good practice in the teaching and management of gifted and talented pupils
- Ensure fair distribution of resources

ROLE OF THE TEACHER

It is the role of teachers to:

- To challenge all pupils including 'more able' pupils within the classroom by effective differentiation, extension activities and appropriate project based activities
- To be prepared to take risks in order to meet all pupils' needs
- Annual identification and review as appropriate
- To maintain the school's ethos in the classroom where all children can flourish

STAFF DEVELOPMENT

At Churchfields Junior, we are committed to providing staff with CPD. Teachers and LSAs are continually provided with opportunities to update knowledge in areas relating to more able pupils within the school via INSET and staff meetings.

Equal Opportunities and Inclusion

All children will be given an equal opportunity to maximise their individual potential; this is regardless of ability, gender, race, religion, disability or talent. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience.

Equal emphasis will be given to the roles of both men and women in society. Every effort will be made to ensure that activities are equally interesting to both boys and girls.

Teaching and Learning

PROVISION

We believe that provision for the more able child should not be made at the expense of other pupils. However, such pupils have a right to the best possible provision.

“The way to secure performance at the highest levels is to create a system that expects **significantly more from more pupils**; in so doing, we would succeed in raising the performance of the whole school population: ‘There really is “room at the top” if we systematically nurture more children to get there,’ summarised from Deborah Eyre.

Our aim is to provide good quality learning experiences for our more able pupils who have the opportunity to:

- Display ability and take risks in a secure and positive environment
- Access resources, make choices, analyse and evaluate their achievements
- Take responsibility and use initiative
- Experience challenge
- Relax and have fun
- Have access to learning opportunities that recognise a range of learning styles
- Be given praise and set appropriate targets
- Be recognised as an individual with strengths and weaknesses
- Enjoy learning
- Have a pupil voice

Where resources allow, we offer activities in ‘out of classroom contexts’. These have included: maths club, writing club, gardening, debating society, science club, and independent research projects

ORGANISATIONAL APPROACHES

To meet the needs of more able pupils, the following strategies are employed where appropriate:

- Varied and flexible groupings of children (including mixed ability, similar ability, similar interests, friendship, single and mixed gender)
- Differentiation by outcome, higher expectations or given similar tasks but shorter time to complete
- Use of higher order questioning, open questions that require opinions, analysis & evaluation
- A role may involve teaching a skill or process to others
- Given choice as to how they complete a learning task
- Pupil – teacher dialogue in exercise books to extend and consolidate thinking
- Individual target setting in English and Maths
- Enrichment opportunities e.g. science and language competitions
- Whole school celebration in ‘good work’ assemblies
- Variety of music and sporting opportunities
- Setting in Maths
- Pupil voice / Learning Council

Assessment, Attainment and Progress

Teachers own plans should indicate the focus for each unit of work (base tasks) and assessment opportunities will be identified. The assessment opportunities will be in the form of a written task which will be clearly identified in the planning and in the child’s book. This will be commented on by

the teacher through agreed marking procedures based on the level of descriptions in the National Curriculum. These provide enough information to inform the next teacher of progress made, and to be of use in preparing the annual report to parents.

Book and planning monitoring is also used as a method of assessing curriculum plans and lessons ensuring that the content is appropriate as a means of challenging and extending able learners.

Staff assesses the impact of enrichment activities via pupil progress meetings and pupil conferences.

Identification, Recording and Reporting

IDENTIFICATION

All teachers should be aware that no identification strategy is perfect and also that different talents emerge at different ages and in different circumstances so it is essential to never regard a child's potential as fixed.

A wide range of identification strategies can be used including:

- Background knowledge and information from previous schools
- Teacher observation and assessment
- Discussion between class teacher and other colleagues e.g. subject co-ordinators
- Parent discussion
- Self or peer nomination
- Specialist observation
- Tests
- Checklists of characteristics
- Analysis of results and data i.e. Fischer Family Trust, KS1 results

RECORDS

A record will be kept of children who are deemed to be more able following the identification process using the school Tracker. These could also include children who hold responsibilities such as the School Council Representatives and Eco-council.

The 'Gifted and Talented' Register on the school tracker will be kept and updated by the subject leader. It includes data on pupil's ethnicity, gender, FSM and SEN.

Resources

Equipment for use in able learner activities will come under the remit of other subject areas e.g. maths resources. Some G&T specific resources are available on the T drive under 'GAT/Resources'. These include activities to extend learning such as Thinkers Keys and Dingbats, and some which will be embedded in classroom practice such as Morning Activities and Blooms Taxonomy.

Review

This policy is reviewed by staff and governors every two years. Parents are most welcome to request copies of this document and comments are invited from anyone involved in the life of the school.