



## Introduction:

We believe in providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. The purpose of this policy is to help to ensure that we recognise and support the needs of those children in our school who have been identified as 'gifted' and/or 'talented' according to national guidelines.

In the national guidelines, the terms are distinguished as follows:

- 'gifted' refers to a child who has a broad range of achievement at a level well above average, typically in the more academic subjects.
- 'talented' refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.

Approximately 10% of the children in our school will be considered as gifted and/or talented. Provision will be made for these children within the normal class teaching in the form of 'challenges,' but sometimes we will provide enrichment activities to promote their skills and talents still further, such as cluster sport tournaments, string workshop and concert, Beats of the World and Killer Coaster day.

## Aims and Objectives:

Our aims are to:

- Ensure that we recognise and support the needs of all 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 on-going and begins when the child joins our school. For some children we have pre-school records which give details of achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.

All children undergo assessments after joining our reception class. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's profile with the parent and use this information when planning for individual needs.

As the children progress through the school, we rigorously track their progress to ensure they are making significant progress and in-line or exceeding their expected individual targets.

The children undertake national tests in Year 2 and Year 6, plus the optional national tests in Years 3 and 4. Teachers also make regular assessments of each child's progress in all



subjects of the curriculum. We compare the information from these tests with a range of national and LA data, in order to ensure that each child is making significant progress.

Each teacher regularly reviews the children's progress and records official levels on the SIM's Tracker. Teachers discuss the children's progress with parents at consultation evenings and report annually on each child's progress in July.

### **What to look for:**

In comparison with their peers, when engaged in their area of expertise, gifted and talented children will tend to:

- Show a passion for particular subjects and seek to pursue them;
- Master the rules of a domain easily and transfer their insights to new problems;
- Analyse their own behaviour and hence use a greater range of learning strategies than others (self-regulation);
- Make connections between past and present learning;
- Work at a level beyond that expected for their years;
- Show intellectual maturity and enjoy engaging in depth with subject material;
- Actively and enthusiastically engage in debate and discussion on a particular subject; and
- Produce original and creative responses to common problems.

(Effective provision for gifted and talented children in primary education: DCSF 2008)

### **FOR EXAMPLE:**

#### **Aptitudes in English and Mathematics:**

##### **Gifted children in English are identified when they:**

- demonstrate relatively high fluency and originality in their conversation
- use research skills more effectively to synthesise information
- enjoy reading and respond to a range of texts at a more advanced level
- use a wider vocabulary and enjoy working with words
- see issues from a broader range of perspectives
- use more advanced skills when engaged in discussion

##### **Gifted children in Mathematics are identified when they:**

- explore a broader range of strategies for solving a problem
- are more curious when working with numbers and investigating problems
- see solutions more quickly without needing to try all the options
- look beyond the question in order to hypothesise and explain
- work more flexibly and establish their own strategies
- enjoy manipulating numbers

### **Teaching and Learning:**

Our teachers 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, such as by providing:

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



At times the children will work in ability groups to allow them to work specifically on individual targets. We also teach children in mixed ability groups where the children will be given specific roles and responsibilities within the group that will ensure each child progresses in their specific area for development.

We offer a range of extra-curricular activities for our children. These activities offer higher achievers the opportunity to further extend their learning in a range of activities. Opportunities include: a range of sporting clubs and music activities. The children also have the opportunity to experience a range of educational visits and visitors in school that further enrich and develop learning.

### **Management Strategies:**

There is a nominated teacher, currently **Mrs Lynda Bowyer**, who co-ordinates the provision and practice within the school for gifted and talented children. The co-ordinator's role includes:

- running a register of gifted and talented pupils and keeping it up to date
- monitoring teachers' planning to ensure tasks in the form of challenges are being undertaken across all curriculum areas by the higher achievers
- regularly reviewing the teaching arrangements for these particular children, monitoring their progress through termly pupil progress discussion with teachers and through data analysis
- supporting staff in the identification of these children and on teaching and learning strategies
- liaising with parents, governors and outside agencies on related issues.

### **Monitoring:**

The governor with responsibility for inclusion – currently **Mrs Helen Kenyon** – monitors the school provision for gifted and talented pupils. The governor will work with the school's gifted and talented co-ordinator in support of the school's efforts to help these pupils to reach their full potential.

The monitoring can include feedback from parents and children, learning walks, classroom observations, book scrutinise, data analysis, pupil progress meetings and informal teaching and learning discussions between co-ordinator, governor and teachers.

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