

## Gifted and Talented Policy

### 1 Introduction

#### 1.1 Our vision statement:

*That St Anne's will be a place where the learner has the freedom and opportunity to develop their unique gifts and talents, celebrating diversity and promoting success*

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 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.

#### 1.2 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.

#### 1.3 Approximately 10 per cent 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, but sometimes we will provide enrichment or extension activities to promote their skills and talents still further.

#### 1.4 While we recognise and cater for these particular categories of children in our school, at the same time we respect the right of *all* children, irrespective of differences in ability, to access various areas of learning, both for their self-fulfilment, and for their eventual development into active and responsible adults. In our mission statement we declare that we value the individuality of all our children.

### 2 Aims

#### 2.1 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.

### 3 Identification of gifted and talented children

#### 3.1 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 achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records. Gifted and talented pupils are a diverse group and their range of attainment will be varied. However, they are more likely than most pupils to:

- Think quickly and accurately
- Work systematically
- Generate creative working solutions
- Work flexibly, processing unfamiliar information and applying knowledge, experience and insight into unfamiliar situations
- Communicate their thoughts and ideas well
- Be determined, diligent and interested in uncovering patterns
- Achieve or show potential in a wide range of contexts
- Be particularly creative
- Show great sensitivity or empathy
- Demonstrate particular physical dexterity or skill
- Make sound judgements
- Be outstanding team members or leaders
- Be fascinated by or passionate about a particular subject or aspect of the curriculum
- Demonstrate high levels of attainment across a range of subjects or within a particular subject or aspect of work

**3.2** Information is gathered in the reception class about children's developing skills and aptitudes across several areas of learning. We discuss each child's Foundation Stage profile with the parent, and use this information when planning for individual needs.

**3.3** 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.

**3.4** The children undertake national tests in Year 2 and Year 6, plus the optional national tests in Years 3, 4 and 5. Teachers also make regular assessments of each child's progress in all subjects of the National Curriculum. We compare the information from these tests with a range of national and LEA data, in order to ensure that each child is making appropriate progress. It is important to recognise that not all gifted and talented pupils are obvious achievers. Many actually underachieve as their potential is masked by frustration, low self esteem, lack of challenge, and low parent / teacher expectation.

**3.5** Each teacher regularly reviews the children's progress and records this in their planning file. Teachers discuss the children's progress with parents at the termly consultation evenings, and report annually on each child's progress in July.

**3.6** We aim to provide a broad and balanced curriculum providing pupils with a range of learning opportunities in which they demonstrate their abilities.

Teachers may become aware of pupils' particular gifts and talents as a result of:  
Talking to parents, cares and peers

Observing how pupils approach routine work in class and activities outside the classroom

Observing pupils systematically in a range of learning contexts to identify those who demonstrate social or leadership skills, an aptitude for problem solving or good listening skills

Observing pupils' response to their work and talking with them about what they like, dislike and what enables them to learn best

Tracking pupils

Observing whether they take the initiative or adapting conditions to suit circumstances

Judging the progress they make and whether they are beyond the level of attainment expected for their age

Monitoring pupils performance in national curriculum and other standardised tests e.g. NVR

## **4 Aptitudes in English and Mathematics**

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

- demonstrate relatively high levels of 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.

**4.2** 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.

## **5 Teaching and Learning style**

**5.1** We 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.

**5.2** Children are familiarised with a variety of organisational strategies as they move through the school. These strategies can be used by all children, but give due scope to higher achievers.

**5.4** 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.

- 5.5** Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children.
- 5.6** The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.
- 5.7** When planning we consider a curriculum which may be:  
Differentiated by input- tasks may be varied in terms of style and content and some materials may be used by the most gifted and talented only  
Differentiated by outcome- this leads to responses at different levels from the same initial stimulus  
Differentiated by pace- gifted and talented pupils may need to proceed at a greater speed / level  
Differentiated by level- the national curriculum requires levels of attainment to be taken into account

We should provide tasks which target progression and so avoid giving 'more of the same'.

- 5.8** When assessing we recognise that one of the characteristics of gifted and talented pupils is that they can sometimes see connections which are not perceived by the majority of others.  
In promoting work of good presentation, spelling and grammar we will be alert to the possibility of down grading work of high quality because of superficial appearance. Conversely, we will be aware of assessing well presented work which displays only average ability as evidence of high ability.

## **6 Management strategies**

- 6.1** There is a nominated teacher who coordinates the provision and practice within the school for gifted and talented children. The coordinator's role includes:

- running a register of gifted and talented pupils, and keeping it up to date;
- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken across all curriculum areas by the higher achievers;
- regularly reviewing the teaching arrangements for these particular children;
- monitoring their progress through discussions with teachers;
- supporting staff in the identification of these children;
- providing advice and support to staff on teaching and learning strategies;
- liaising with parents, governors and LEA officers on related issues.

- 6.1.1** The assessment and recording which takes place ensures that all staff at the start of the year are informed of:

The levels of achievement and potential for all pupils and the pupils' next steps  
Work already covered

In the continuity information the gifted and talented children will be identified and the provision which has already been put into place will be shared including:

Preferred learning styles  
Particular strengths and weaknesses  
Work covered  
Targets for further development

## **7 Monitoring and review**

- 7.1** The governor with responsibility for inclusion issues monitors the school provision for gifted and talented pupils. The governor will work with the school's gifted and talented coordinator in support of the school's efforts to help these pupils to reach their full potential.
- 7.2** We aim to support and advise parents by;  
advising on ways to avoid pressure by encouraging activities such as games, model making or exploring books  
Informing them of any locally based clubs or groups  
Informing them of places of interest to visit
- 7.3** The coordinator for the gifted and talented provides feedback to the governing body on an annual basis. The monitoring includes feedback from parents and children, as well as classroom observations of teaching and learning.
- 7.4** The coordinator collects samples of work from the higher achievers, in order to demonstrate the standards that they are achieving. We use these examples to inform the process of identifying the gifted and talented.
- 7.5** This policy will be reviewed every two years, or earlier if necessary.

**Agreed by Governors:**

**Signed:**

**Date:**

**Review Date:**