



GIFTED AND TALENTED POLICY

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 20 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.

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.

The term 'gifted' and 'talented' is not to be understood as referring to the most able children in the national population. The term should be seen as relative and refers to the top 10-20% of any school, regardless of the ability profile of pupils at the school.

Within the school we recognise that gifted and talented pupils can be:

- Good all rounders
- High achievers in one area
- Of high ability but have poor writing skills

We also recognise that those pupils who are gifted and talented do not always show their ability. Such pupils are gifted and talented even though their abilities may be hidden or remain as a potential.

AIMS

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, with high expectations;
- encourage children to think and work independently.

Identification

Gifted and talented students may be identified by;

- Test scores
- Teacher nomination (based on classroom observation, discussions with pupils, work scrutiny)
- Peer or self nomination
- Parental nomination
- Predicted test results
- Reading ages

Children identified as gifted and talented are then added to a register which is regularly reviewed and updated.

In class approaches to gifted and talented pupils include:

- The coherent management of pupil groupings and recognition that whilst there may be a higher concentration of gifted and talented pupils in some groups there will be pupils who have gifts and talents in all groups.
- The provision of opportunities for gifted and talented children to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with older pupils occasionally.
- Additional provision for pupils with exceptional ability.
- The provision of enrichment/extension activities and tasks.
- Differentiation within subject areas.
- The development of independent learning by allowing pupils to organize their own work, to carry out tasks unaided, evaluate their work and become self critical.

Out of class activities

Although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practice and extend their skills.

- Child Initiated Learning
- Enrichment days
- Residential experiences
- School clubs
- Musical and sporting activities

Monitoring

The SLT is responsible for ensuring the policy is implemented and monitoring progress. The Gifted and Talented co-ordinator's role includes running a G&T register and keeping it up to date; liaising with teachers and subject co-ordinators about these particular children; reporting to SLT and Governors; assisting to monitor the progress termly and support staff in the identification of these children and on teaching and learning strategies.

This policy was developed by staff and governors of the school.
It was ratified by the Governing Body in
It is due to be reviewed in