



Gifted & Talented Policy

Date of policy:	December 2015
Date last review adopted by governing body:	09/03/2017
Frequency of review:	3 years

1. Rationale

Our school aim state that we are a special place where everyone feels included and achieves their best.

This policy is an integral part of the school's broader development of maximum inclusion of educational opportunity for all pupils and states our commitment to providing an environment in which all pupils are enabled to realise their potential.

2. Aims

This policy is intended to support the following aims:

- The raising of aspiration for all pupils
- High expectations of achievement for all pupils
- Greater enterprise, self-reliance and independence for all pupils

In order to achieve these aims, we will ensure that all students have opportunities to develop specific skills or talents.

3. Our school values

Following input from all stakeholders, the school has decided on these five core values:

- Honesty
- Independence
- Politeness
- Inclusivity
- Perseverance

The children have chosen a character to represent them, called HIPIP. All staff refer to the values in their interactions with children and they are on our website.

4. Definitions

There are many definitions of 'gifted and talented'. 'Excellence in Cities' (EiC) guidance suggests:

- 'Gifted' learners are those who have the ability to excel academically in one or more subjects in the statutory curriculum other than art and design, music and PE;
- 'Talented' learners are those who have the ability to excel in practical skills in art and design, music, PE or performing arts such as dance and drama. They may also have abilities, such as advanced social skills and leadership qualities.

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 5% to 10% 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:

- high achievers in at least one area
- talented in particular areas but could still be children with SEND

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 potential.

5. Identification

Many Gifted and Talented children will be identified because their progress through the National Curriculum takes them beyond the expectation for their age and this may occur through testing or teacher assessment.

However, testing alone is not sufficient for the identification of Gifted and Talented pupils. Identification based solely on attainment may exclude underachievers, and those children with specific skills. Therefore a wide range of strategies will be employed, and the identification process will be continuous, recognising individual abilities.

Evidence from out-of-school/classroom activities could contribute to identification. The range of people likely to be involved in the identification process could be:

- Teachers
- Other School Staff, e.g. Support Staff, Mid-days
- Parents/Carers
- Pupils themselves
- Peers
- Specialists e.g. Sports Coaches, Music Teachers

Gifted and talented students are identified by making a judgement based on an analysis of various sources of information including:

- Tracking
- Test scores (end of key stage attainment and progress)
- Teacher assessments (based on classroom observation, discussions with pupils, work scrutiny)
- Reading/spelling ages
- Nominations
- Out of school awards/achievements
- Observations/recommendation from outside providers

This information is collated by the gifted and talented co-ordinator and the assessment co-ordinator and is made available to all staff. The gifted and talented register is regularly reviewed and updated.

6. Organisational and in-class approaches

Important strategies include:

- The coherent management of pupil groupings (whether in mixed ability groups or ability sets) 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 pupils to work with pupils of similar ability.
- The provision of enrichment/extension activities and tasks
- Differentiation within subject areas
- The development of independent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical
- Liaison with other schools (Primary and Secondary) in order to access a wider range of facilities, expertise and resources for Gifted and Talented children
- Whole school initiatives such as mastery in maths
- Planning gives opportunities to show where challenge for Gifted and Talented pupils take place
- Across our Tanglewood partnership there are opportunities for Gifted and Talented pupils

7. Out of class activities

The following are offered and 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.

- School clubs
- Musical and sporting activities
- Drama activities

Responsible People:

- Class Teachers
- Gifted and Talented Co-ordinator
- Head Teacher
- Parents

8. Co-ordination and monitoring

The gifted and talented co-ordinator has overall responsibility for

- (i) ensuring that the policy is implemented
- (ii) co-ordinating the monitoring of progress
- (iii) ensuring that the professional development programme includes relevant aspects of gifted and talented provision.

9. Success criteria

- Gifted and Talented children are challenged by the work/activities set.
- Gifted and Talented children respond to the challenges by achieving at high levels.
- Gifted and Talented children are tracked as a separate group and gifted and as separate groups

10. Equality statement

“The governors and staff are committed to providing the full range of opportunities for all pupils regardless of gender, disability, and ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.”