



Gifted and Talented Policy

Introduction

In every school there are pupils with a range of abilities. Gifted and talented learners are defined as those children and young people with one or more abilities developed to a level significantly ahead of their year group **(or with potential to develop those abilities)**.

It's important to recognise that gifted and talented pupils are individuals, with their own unique strengths and weaknesses. A child may be very able in some areas, but may appear on the Special Educational Needs (SEN) register for behavioural, social, physical/sensory or specific learning difficulties.

We use the term 'gifted' to mean those pupils who are capable of excelling academically in one or more subjects such as English, drama or technology. 'Talented' refers to those pupils who may excel in practical skills such as sport, leadership, artistic performance, or in an area of vocational skill.

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.

At Allerton C of E Primary School we recognise that all children, regardless of ability, benefit from being challenged and encouraged to think and question.

Aims

To enable more able children to achieve their full potential by:

- close attention to the needs of the individual pupil through differentiation of tasks;
- careful monitoring of every child's progress;
- ensuring there are high expectations of what pupils can achieve;
- encouraging children to think for themselves, to ask questions and to contribute ideas.

Roles and responsibilities

All class teachers are responsible for:

- identifying more able children and encouraging them to realise their full potential;
- planning for and providing a range of open ended and challenging activities that enable Gifted and Talented children to reach their full potential;
- monitoring the achievement of more able pupils in their class and notifying both the Gifted and Talented Coordinator and Assessment leader if there is a concern

- potentially liaising with parents regarding the implications of their child's identification as Gifted and Talented and explaining how their specific learning needs are being met.

Subject Leaders are responsible for:

- using assessment records to identify children who might be considered Gifted and Talented;
- monitoring and reporting on provision for Gifted and Talented children within their curriculum areas.

The Gifted and Talented Coordinator is responsible for:

Miranda Judge is the named Gifted and Talented Coordinator within the school, who is also the Curriculum Leader. This enables the curriculum plan to have planned opportunities for work with G+T pupils.

The co-ordinator will:

- together with subject coordinators, compile a register of Gifted and Talented pupils.
- review and revise the policy
- attend training courses and research relevant resources
- give feedback to staff via staff meetings, resources and the VLE
- liaise with curriculum leaders and/ or class teachers in monitoring the progress of Gifted and Talented pupils according to their set targets
- liaise with curriculum leaders to decide on the purchase of useful resources across the curriculum
- liaise with parents as appropriate and after consultation with class teachers

Identification

Children are regularly tested by means of national tests and in school assessments. In addition the following methods can be used:

- teacher observation, use of questioning and summative assessment
- checklists
- background knowledge
- the expertise of staff in supporting each other's judgements
- peer nomination
- parent nomination

The school will seek to provide an enriched curriculum for all children and through this it will be possible to identify the most able. This process is ongoing, throughout the academic year.

Provision

In school, meeting the needs of all learners is our priority. To this end, teachers ensure that they plan to meet the needs of more able pupils through the provision of open ended and challenging tasks across the whole curriculum.

Monitoring and Evaluation

- The progress of all Gifted and Talented children is monitored by class teachers on a daily basis through their formative assessments;
- Subject Leaders will monitor the provision for and work of all children identified as Gifted + Talented in their particular curriculum areas.

- More formal monitoring takes place at the end of each term through our whole school assessment cycle and pupil progress meetings.

February 2017

This Policy has been drawn up and written by the Gifted and Talented Coordinator. The policy has been formulated through consultation with pupils through the School Council, with parents through PTA and newsletters and staff through staff meetings. The policy and future amendments to the policy will be communicated clearly and consistently to pupils, parents and staff.

This will be reviewed when updated legislation or guidance is issued by the DfE, Local Authority or other relevant organisation.

This will be reviewed annually by the Governing Body.

Drafted by: Miranda Judge

Date: Annually