



GIFTED & TALENTED POLICY

*Reviewed Annually by the Pupil Premium & Pupil
Welfare Committee*

Date of last Review	Signature
8th March 2016	Chair

Introduction

Our School aims to:

- *help our pupils to develop their skills and abilities, intellectually, emotionally and socially;*
- *provide teaching that makes learning challenging, engaging and enables pupils to reach their potential;*
- *promote quality and equality of opportunity.*

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 able to realise their potential. In order to achieve this, we will ensure that all students have opportunities to develop specific skills or talents.

Aims

- To ensure that there are high expectations of achievement and attainment for all pupils;
- To promote greater enterprise, resilience and independence, so raising aspirations for all.

Objectives

- To clearly define what it means to be 'gifted or talented' in a particular cohort, and identify those areas of ability;
- To explain how children may be identified as having a particular gift or talent;
- To provide clarity about how these pupils could be supported, both in class and through the provision of diverse opportunities that will allow them to further develop their skills in a particular area.

Definitions

In line with DfE guidelines, the school defines gifted and talented pupils as “...*those who achieve, or have the ability to achieve, at a level significantly in advance of the average for their year group.*” This would be expected to be between 5 and 10% of each year group.

The following areas have been identified as being the main areas of ability. (DfE guidelines state that category A includes gifted pupils and B to E pupils who are talented. We also seek to identify pupils who may fit into these categories in the future (F), but who are not yet fulfilling their potential.)

- A. **Intellectual** (aspects of English, mathematics and science)
- B. **Artistic and Creative** (art, design, music, drama)
- C. **Practical** (design and technology, mechanical ingenuity)
- D. **Physical** (PE, sports, dance)
- E. **Social** (Personal and interpersonal, leadership qualities, working with adults)
- F. A pupil who could be recognised as gifted or talented but who is presently not reaching his or her full potential.

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:

- good all-rounders
- high achievers in one area
- of high ability but have poor communication skills

Identification

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

- Teacher nomination - based on classroom observations, discussions with pupils, work scrutinies and formal assessments (internal and external);
- Peer or self-nomination;
- Parental nomination.

Gifted pupils will almost always be identified as working at greater depth within their year group, and in some cases may be working at a level significantly higher than age related expectation by the end of the year. However, as identification is cohort specific, these may vary slightly year on year.

Talented pupils may be identified as having a ‘precocious’ ability in a particular subject and / or area, ie. swimming, but not PE in general, or the Creative Arts as a whole, including drama, music and design. As with gifted pupils, these children stand above the rest of the cohort in these areas, and will be identified with an asterisk on summative assessment grids; however, as above, these pupils may not be judged as working at a level significantly higher than age related expectation, as identification is cohort specific (they just have to be stronger than their peers in that particular year group).

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 on the provision map, which is collated by the Assessment Lead.

Organisational and in-class approaches

Important strategies may 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;
- Mentoring and additional provision for pupils of exceptional ability;
- The provision of enrichment / extension activities and tasks – something well-supported in the new curriculum’s ‘mastery’ approach to teaching and learning;
- Differentiation within subject areas;
- The development of independent learning by allowing pupils to organise their own work (including homework tasks / projects), to carry out tasks unaided (individually and in groups), evaluate their work and become self-critical.

Out of class activities

The following are offered on a regular basis 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:

- Enrichment days, including regular attendance at those provided by our local secondary schools;
- Residential experiences;
- School clubs;
- Musical and sporting activities.

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.

The policy is reviewed on an annual basis in the Spring term by the gifted and talented co-ordinator, in conjunction with the named governor for gifted and talented pupils.