

THE GRANGE PRIMARY SCHOOL

Policy for Gifted and Talented 2020

Rationale

Our school aim states that we:

- *Help our pupils to develop their skills and abilities, intellectually, emotionally and socially*
- *Provide teaching which makes learning challenging, engaging and enables pupils to reach their potential*

and that *we are committed to working for quality and equality of opportunity.*

This policy is an integral part of our 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 be resilient and realise their potential.

Aims

This policy is intended to support the following aims:

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

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

Definitions

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

- **'Gifted'** learners are those who have abilities in one or more subjects in the statutory curriculum other than art and design, music and PE.
- **'Talented'** learners are those who have abilities in art and design, music, PE or performing arts such as dance and drama.

The term **'gifted and talented'** is not to be understood as referring to the most able pupils 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 our school we recognise that gifted and talented pupils can be:

- Good all-rounders
- High achievers in one area
- Higher attainers from previous starting points
- 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 potential.

Identification

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

- Test scores (end of key stage achievement, standardised scores)
- Teacher nomination (based on classroom observation, discussions with pupil, work scrutiny)
- Peer or self-nomination
- Parental nomination
- Predicted test/ examination results
- Reading ages.

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

Aptitudes in English and Mathematics

Gifted pupils 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.

Gifted pupils in **Mathematics** are identified when they:

- explore a broader range of strategies for solving a problem, accompanying them with sound reasoning;
- 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.

Teaching and Learning

Our teachers plan carefully to meet the learning needs of **all** our pupils. We give all pupils the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for pupils learning, such as by providing:

- a common activity that allows the pupils to respond at their own levels;
- 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 pupils to progress through their work at their own rate of learning.

Important strategies include:

- Implementation of KAGAN structures to promote collaborative learning, peer coaching and independence.

- 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 abilities. This will mean that it is appropriate for pupils to work with older pupils occasionally.
- Mentoring and additional provision for pupils of exceptional ability.
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- Chilli Challenges and Scotch Bonnet challenges.
- 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, carry out tasks unaided, evaluate their work and become self-critical and reflective (refer to staff handbook for further information on reflection time, independent time, the 5Bs and 4Rs).
- Learning is further enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work to allow individual pupils to show their potential through various learning styles.

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
- Residential experiences
- After school clubs
- Musical and sporting activities
- Subject representatives.

Management strategies

There is a nominated teacher who coordinates the provision and practice within the school for gifted and talented pupils. 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 pupils;
- monitoring their progress through termly discussions with teachers;
- supporting staff in the identification of these pupils and on teaching and learning strategies;
- liaising with parents/carers, governors and LA officers on related issues.

Monitoring and review

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 potential.

The coordinator for our provision for gifted and talented pupils provides feedback to the governing body.

The monitoring can include feedback from parents/carers, pupils and classroom observations of teaching and learning.

This policy will be reviewed every two years or earlier, if necessary.

Reviewed: January 2020