

GIFTED & TALENTED CHILDREN

POLICY (including EYFS)



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Gifted, Able and Talented Children Policy (including EYFS)

Introduction

This policy outlines the school's practice and procedures relating to the support of gifted, able and talented pupils.

The policy outlines the way that the school:

- Identifies able and talented pupils and maintains a register
- Identifies the 'best fit' model and procedures used to support these pupils
- Provides coherent support to staff so that they can meet the needs of these pupils
- Provides a strategy for implementation

In line with previous DfE guidelines, the school recognises that gifted, able and talented pupils are those pupils who achieve, or have the ability to achieve, at a level significantly in advance of the average for their year group. The record may also be used to identify under achievement.

We have identified the following as being the main areas of ability. Following previous DfE guidance, category A includes able pupils and B to E includes pupils who are talented. We also seek to identify pupils who could fit into these categories in the future (F) and who may not be fulfilling their potential.

- A. Intellectual (English, Mathematics, Science)
- B. Artistic and Creative (Art and 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)

Identification strategies

Staff, pupils, parents and carers will be involved with the identification of gifted, able and talented pupils.

The strategies used will include:

1. Identification by staff using professional judgements, classwork and test results.
2. Information from parents or carers in routine subject parent's evening where a child may be excelling within a subject or underachieving.
3. Identification by a previous teacher, previous school, external agency, or organisation.
4. Discussion with parents.

The School Register

Pupils who have been identified by a teacher as being gifted, able and talented are entered on to our GAT school register by the Deputy Head (Academic). A copy of the register is made available to all staff on Prep Resources. The register is reviewed termly at Departmental meetings and if a pupil is not reaching their full potential, new arrangements are considered.

Every child on the register is then allocated a form, completed by the teacher who has identified the child for the subject which has been recognised. This is held on file in Prep Resources with the following information: Child's name, category identified and subject area. Other suggestions as to the identification of the ability of the child, and the circumstances in which they are identified, are listed.

Teaching and Learning

We recognise that it is important for gifted, able and talented pupils to work at an appropriate pace and in a variety of settings. Some of our able pupils grasp concepts quickly and are ready to move to the next or more demanding work. At times they may also require more time than others to complete work to their own satisfaction. Some children display signs of a high ability at an early age. An individual's level of ability is not fixed and may develop significantly over time as the stage at which high potential is demonstrated will vary from one child to another. Teacher observation and informal assessment play an essential part in recognising high potential, particularly in the case of very young children (showing promise register). EYFS and Key Stage 1 pupils will be recognised in planning and dealt with on an individual basis. Not all of our able pupils will be good at all subjects and this may mean that some able and talented pupils will work in different ability groups for different subjects.

As appropriate, the teachers provide differentiated activities and a range of support and resources for able and talented pupils. This may include extension activities that are more demanding of their abilities or enrichment activities that provide new and different ways of working. The school will also coordinate outside competitions and opportunities to further extend the pupil. This includes working alongside our Senior School.

Curriculum and organisation

The Curriculum

The school curriculum is planned to encourage the maximum progress for all pupils including gifted, able and talented pupils through acceleration, enrichment and extension. Due regard is given to the equal opportunities policy to ensure that able and talented pupils are provided with a full and balanced school, and curriculum experience. Opportunities for independent learning and a use of a range of learning styles are considered alongside a provision for further opportunities for identification.

Organisation

We believe in the education of the whole child, focusing on both their academic and social development (intellectual and emotional intelligence). Where possible, all gifted, able and talented pupils are taught in groups which are appropriate for the age and ability in the normal class for their chronological age. In the cases where a pupil has abilities that are well beyond those of their peer group then careful consideration will be given to moving the pupil to a

different year group for part or all of the school day. This will be done after discussion with the teachers concerned, the parents (or carers) and the pupil. Where such acceleration takes place, due consideration is given to the child's social development. Any pupil working in a different class setting will be carefully monitored and an academic and social progress review will take place at least once each term. The termly review will be undertaken by the class teacher, Subject Co-ordinator, SENDCo or Headmaster. The parents (or carers) will be involved in this process and it may also include the involvement of teachers from other feeder or secondary schools.

Continuity and progression

Gifted, able and talented pupils often make very rapid progress in some subjects or many subjects. We aim to make sure that the pupils make maximum progress through carefully differentiated planning. Records and lesson planning are shared between teachers across year groups and follow the pupil to the next class.

Inclusion

Classroom support is provided to ensure that all children have appropriate opportunities to develop their own ideas and work whatever their ability, beliefs, or background. Gifted, able and talented pupils have equal access to all aspects of the curriculum and school life and will be encouraged to take a full part. We will encourage pupils to fulfil their full potential in those subjects in which they are able or talented without reducing the breadth of their curriculum and personal experience.

Extension or extra-curricular opportunities

We aim to create a culture in which all children are encouraged to reach high standards and in which it is acceptable to work hard and be successful. All pupils, including gifted, able and talented, are encouraged to use local centres of interest such as museums, galleries and clubs, sports groups, scouts and guides. The school maintains a wide selection of reading material in the library for pupils and staff.

Home Learning

Home Learning is matched to the ability of the child and is set according to the school Home Learning policy.

The role of parents and carers

Parents and carers involvement is encouraged in the child's learning and the school aims to work in full partnership.

Personal and Social Education

Classwork and work outside the classroom include a number of opportunities for pupils to work in small and large groups, which will help develop their personal and social skills. We recognise that the way that pupils work in teams, support each other when discussing ideas or collecting resources and materials all support their social, personal and emotional development. Some gifted, able and talented pupils find working in teams easy, others show excellent social and leadership skills, but others find team work more difficult. The school aims to develop all the abilities of pupils, including their social and personal, especially if these are not strengths. We aim to create a climate in which children are taught to relate well to each other and where differences

of all kinds, including ability, are accepted. This is supported across the curriculum and in PSHE lessons.

Staff development and training opportunities

The school continually monitors its teaching and learning. The information gained is used to identify training needs. These identified needs are used to plan training sessions and input from specialists. The school makes full use of internal staff training and whenever possible the co-ordinator and other staff attend national and local courses and conferences.

How attainment and progress will be monitored, evaluated and assessed

All work is planned so that it suits the ability levels of all pupils. The school's Academic Leadership Team (ALT) – which includes the SENDCo - and Senior Leadership Team (SLT) will monitor the implementation and effectiveness of the Gifted, Able and Talented Policy. Issues raised during the monitoring process will be reported to the SLT and addressed through the school development plan.

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