



Glasshoughton Infant Academy

Gifted and Talented Policy

Glasshoughton Infant Academy
September 2019
Version 2

Next Review
September 2021

**Everyone deserves the Best!
Everyone deserves Respect!**

Policy on Gifted and Talented Children

(See also Inclusion and Teaching and Learning)

Intent

The school motto of 'Everyone deserves the best' reinforces our belief in providing the best possible provision for pupils of all abilities. This policy is an integral part of the school's broader development of maximum inclusion of educational opportunity for all pupils. It states our commitment to plan an ambitious curriculum whereby all learners can develop their knowledge and skills to be able to apply this with fluency and independence now and for future learning and employment. The purpose of this policy is to help to ensure that we recognise and support the needs of those children in our school who have been identified as 'gifted' and/or 'talented' according to national guidelines. We are committed to working for quality and equality of opportunity.

In the national guidelines, the terms are distinguished as follows:

- 'Gifted' refers to a child who has a broad range of achievement at a level well above average, typically in the more academic subjects;
- 'Talented' refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.

Provision will be made for these children within the normal class teaching including a mastery approach to teaching and learning.

While we recognise and cater for these particular categories of children in our school, at the same time, we respect the right of all children, irrespective of differences in ability, to access various areas of learning, both for their self-fulfilment, and for their eventual development into active and responsible adults. In our mission statement, we declare accordingly that we value the individuality of all our children.

Aims and objectives

Our aims are to:

- Ensure that we recognise and support the needs of all our children;
- Enable children to develop to their full potential;
- Offer children opportunities to generate their own learning;
- Ensure that we challenge and deepen the children through a mastery approach across a coherently planned and sequenced curriculum;
- Encourage children to apply a range of independent learning skills.

Identification of gifted and talented children

We use a range of strategies to identify gifted and talented children. The identification process is ongoing, and begins when the child joins our school. Discussions with parents and carers enable us to add further details to the initial school record.

Children undergo baseline assessment within the first half-term of joining our Reception class. This gives information about their developing skills and aptitudes across several areas of learning. We use this information when planning for individual needs. At Glasshoughton Infant academy we appreciate that very young children need time to develop their knowledge and skills and therefore we do not identify children in the foundation stage as gifted and talented. However once staff have identified children they plan using the exceeding document for EYFS.

As the children progress through the school, we continually assess to check that they are making expected progress towards their personal targets. Attainment and progress in all academic subjects is reported on through four assessment data drops, followed by a pupil progress meeting with senior leaders in school. Teachers also discuss the children's progress with parents and carers informally and at consultation evenings, and report annually on each child's progress in July.

Assessment for learning is part of our daily routine where children receive feedback on their learning where further support may be needed or a challenge to deepen and apply their learning in a new context.

Aptitudes in English and mathematics

Gifted children 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 well above ARE;
- 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 children in mathematics are identified when they:

- Apply a broader range of strategies to for solving a problem;
- Are more curious when working with numbers and investigating problems;
- Can give reasons for their thinking drawing on and linking to what they know;
- 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.

Implementation

Teaching and learning

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

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

Across school we set aspirational targets in English and mathematics to match our high expectations for all children to achieve their potential. These targets are regularly reviewed to ensure children are making the expected progress towards them. All children are taught to age related expectations (ARE) and are challenged accordingly to deepen/ master their understanding based on ongoing assessments. Children apply these skills and explain their understanding through higher order enquiry and problem solving activities. SEND children who are working below ARE in particular areas have work

set which is appropriate to their needs. Teachers plan to fill gaps in learning before moving them on to age related work.

We offer a range of extra-curricular activities for our children. These activities offer higher achievers the opportunity to further extend their learning in a range of activities.

Learning is also enriched through regular homework activities linked to the work being undertaken in classes.

The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

Impact

We carefully track to ensure pupils are on track to reach the expectations of our curriculum through skills, knowledge and communication. The impact of the curriculum is that by the end of the year, the vast majority of children have sustained mastery of the content, knowledge and skills, they remember it all and are fluent in it. Children who have been identified as gifted and/or talented will be expected to reach a greater depth of understanding where they can apply their learning.

Role of the co-ordinator

There is a nominated teacher (Inclusion lead) who coordinates the provision and practice within the school for gifted and talented children. The coordinator's role includes:

- 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 children;
- Monitoring their progress through termly discussions with teachers;
- Supporting staff in the identification of these children;
- Providing advice and support to staff on teaching and learning strategies;
- Liaising with parents and carers, governors on related issues.

Monitoring and review

The coordinator for our provision for gifted and talented pupils provides feedback to the governing body. The monitoring includes feedback from parents/carers and children, as well as regular classroom observations of teaching and learning. Subject leaders across school are responsible for following lines of enquiry including looking at children who are working above age related expectations. This feedback is also shared with senior leaders.

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

September 2012

Reviewed and amended September 2013

Reviewed and amended September 2015 - L Jennings

Reviewed and amended September 2017 C Wilson

Reviewed and amended September 2019 C Wilson

Signed Mrs C Wilson

Date: September 2019

Deputy Headteacher and SENCo

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