

## **Gifted Talented and Able Policy**

This policy is a whole school policy including EYFS

### **1 Introduction**

- 1.1 In our school we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified as 'gifted, talented and able' according to national guidelines.
- 1.2 The term 'gifted and talented' refers to a child who excels in one or more specific fields, such as sport, music or an academic subject but may not necessarily perform at a high level across all areas of learning. Some children join our school with a scholarship for ability in a particular area.
- 1.3 We respect the rights of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

### **2 Aims and objectives**

- 2.1 Through this policy we aim to:
  - ensure that we recognise and support the needs of our children;
  - enable children to develop to their full potential;
  - offer children opportunities to generate their own learning;
  - ensure that we challenge and extend the children through the work that we set them;
  - encourage children to think and work independently.

### **3 Identification gifted, talented and able children**

- 3.1 We use a range of strategies to identify gifted, talented and able children. The identification process is ongoing and begins when the child joins our school. Each child's pre-school record gives details of their achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.
- 3.2 As the children progress through the school, we test them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets. We identify them as gifted, talented and able children when they achieve high levels of attainment across the curriculum, or in particular skills or aspects of subjects.
- 3.3 The children undertake assessment tests in every academic year. Teachers also make regular assessments of each child's progress in all subjects of the National Curriculum. We compare the information from these tests with a range of national data, in order to ensure that each child is making appropriate progress.
- 3.4 Each teacher regularly reviews the children's progress. Teachers discuss the children's progress with parents at termly consultation evenings, and report annually on each child's progress at the end of the academic year and twice yearly on the term report cards.
- 3.5 The list of children identified as Gifted, Talented and Able is reviewed termly.

## 4 Aptitudes in English and mathematics

4.1 Gifted, talented and able children in English are identified when they:

- demonstrate high levels of fluency and originality in their conversation;
- use research skills effectively to synthesise information;
- enjoy reading and respond to a range of texts at an advanced level;
- use a wide vocabulary and enjoy working with words;
- see issues from a range of perspectives;
- possess a creative and productive mind and use advanced skills when engaged in discussion.

4.2 Gifted, talented and able children in mathematics are identified when they:

- explore a range of strategies for solving a problem;
- are naturally curious when working with numbers and investigating problems;
- see solutions quickly without needing to try a range of options;
- look beyond the question in order to hypothesise and explain;
- work flexibly and establish their own strategies;
- enjoy manipulating numbers in a variety of ways.

## 5 Teaching and learning style

5.1 Teachers in our school 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 by providing:

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

5.2 Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, and gives due regard to the more able learner.

5.3 We offer a range of extra-curricular activities for our children. These activities offer our more able children the opportunity to further extend their learning in maths, English and music.

5.5 Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children.

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

5.7 Children are encouraged to join organisations outside school to support their ability.

## **6 Management strategies**

- 6.1** The Principal and Head of Studies review our policy regularly. The monitoring includes feedback from parents and children, as well as regular classroom observations of teaching and learning, and evaluations of children's written work.

## **7 Monitoring and Review**

- 7.1** This policy is the Principal's and Head of Studies' ongoing responsibility and they review its effectiveness annually in consultation with the staff.

**Signed:**

**Date:**