



*St. Saviour's Church, Coalpit Heath.*

## ***The Manor C of E Primary School***

### **Policy: Gifted and Talented**

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Chair of Governors

## A policy for Gifted and Talented children

### **1. Beliefs and values**

We believe that all children are entitled to an education that will enable them to develop their full potential, be that:

- intellectual,
- physical,
- aesthetic,
- creative,
- emotional,
- spiritual or
- social.

We also believe that children should also be able to live and develop as well-adjusted, autonomous and valued members of society.

All children have particular and individual needs, which must be met if these goals are to be achieved. We are committed to providing a sufficiently challenging curriculum for all its pupils. In addition we will provide opportunities to identify and in turn nurture those who are 'gifted and/or talented' and their talents and abilities.

### **2. All pupils are entitled to the following:**

- staff commitment to develop their full potential at all times
- lessons that stimulate, interest, challenge, inform, excite and encourage, through partnership and dialogue with teachers and other pupils' active participation in the lesson
- skilled, well-prepared and informed teachers who have a perspective and understanding of the whole-school needs, problems and policies, especially those which concern issues relating to those pupils identified as gifted and /or talented
- an entitlement beyond subject teaching, including preparation for adult life and preparation for the world of work. This should include extra-curricular activity and personal and social education.

### **3. A definition of Gifted and Talented (as defined in South Gloucestershire)**

Nationally gifted pupils are defined as having **exceptional** academic ability in one or more subject areas, whereas talented pupils are those with **exceptional** ability in creative arts or sports.

#### **3.1 A definition of Gifted and Talented (as defined by The Manor CE Primary School Staff)**

**Gifted pupils** are those pupils who have **exceptional** academic ability.

**Talented pupils** are those pupils who demonstrate academic ability, **significantly above** others in their year group.

In addition we identify children who are **more able** and they are catered for through differentiation.

#### **4. Identification:**

No one method of identification can be entirely accurate since specific subject criteria will develop. Therefore, we endeavor to obtain as much information about individual pupils as possible. The methods employed are as follows:

- Information from any previous schools
- Internal and external assessment and testing
- Teacher nomination
- WOW moments from parents (3 times a year)

##### **4.1. Identification of pupils within Early Years**

The clue to gifts and talents in these years may be more to do with *creativity* and the use of skills to *do something unusual* or *unexpected*. Such a child would have the capacity to do what few children can do at any age. An example of this was a child who was designated as having special educational needs, but who had a particular gift with words and phrases in simple poetry, and is now one of the top advertising people in the country.

Any work on identification should be hand in glove with parents (especially the very young). At this stage, the parents frequently know their children best. Gifted and talented children need to be observed in different contexts, as they will not perform reliably. Most tests fail to catch ability at this age, especially in normal situations. There should be a sensitive awareness of cultural differences - while there are claims that assessments are transferable, they are frequently viewed as mono-cultural. Generally assessment should be ongoing, rather than carried out at fixed points. In any identification process, it is essential to look at **unexpected responses** from the child. Looking for **persistence**, **creativity** and **precision** that is on the edge of the child's 'zone of development' is a good indicator.

### **Some Critical Factors in Early Years Provision**

- It is important to focus on creativity.
- Gifted and talented children do unusual things.
- The stakes are high in social and academic development at this stage, when the brain's connections are at their most malleable.
- It is just as easy to turn children off learning as on.
- The natural drive is for broad, rather than tunnelled experiences.
- If the capacity to relate to peers and adults at this age is curtailed, there are long-term implications.
- Long-term social and emotional literacy is all important.
- Early Years is on the 'sharp end' of personalization and 'the system should bend to the individual'.
- There is a danger of too much individualization - sometimes children need to be part of a group, in a collaborative, equitable way.

### **6. Evaluation:**

As with all our school policies, the transfer to consistent practice across the school is of paramount importance and thus we must evaluate our progress. This responsibility for evaluation will fall to the G&T manager as part of all School Improvement Groups (SIG's) and then reporting to the Senior Leadership Team. Results of evaluation will be discussed annually and shared with the curriculum committee of the school governing body.

## **7. Arrangements for co-ordinating provision:**

- The appointment of a named individual to co-ordinate the school's response to meeting the needs of gifted and / or talented pupils
- The awareness amongst staff of their role in the identification of gifted and/or talented pupils based on subject specific criteria and the need to make the curriculum sufficiently challenging.
- The establishment of a register of gifted and / or talented pupils established by the G&T manager and published to all curriculum leaders. This register is updated at least annually.
- Continuing professional development that addresses the implications of gifted and/or talented children, within individual subject areas and develop teaching and learning styles that take account of differentiation, enrichment and extension.
- The effective assessment of pupils' potential and performance.
- The regular monitoring and reporting to the G&T manager, of individual pupil performance.
- The active encouragement of pupils to enter local and national events, including residential courses and competitions.
- Opportunities for gifted and/or talented pupils to work together. (Through Gifted and Talented Cluster Days and Rainbow Time)
- Recognition, celebration and rewarding of achievement of all pupils. (Through celebration assemblies)
- Close liaison by the school with external support agencies and the home.

## **8. Responsibilities:**

### **8.1 Class teachers:**

- To identify pupils who meet the criteria

- To keep a record of gifted and/or talented children and pass on to G&T manager via SIG meetings
- To include in lesson plans enrichment/extension material for identified pupils.
- To prepare courses of action for pupils who are identified as exceptionally able. (within the provision of the school)

## **8.2 Senior Leadership Team including G&T manager**

- To monitor the provision for gifted and/or talented pupils.
- To monitor the schemes of work and lesson plans.
- To monitor lessons
- To evaluate the progress made by pupils and provision generally on an annual basis.
- To consider the list of identified pupils on an annual basis.
- To gather names of identified pupils from all areas.