

# Gifted and Talented Policy



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| Date:           | January 2019 |
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## **Introduction**

At Netherbrook we aim to provide a curriculum this 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 children in our school who have been identified and 'gifted' and 'talented' according to national guidelines.

There are gifted and talented pupils in every school but schools define their own populations. We believe that ability is evenly distributed throughout the population so a school's gifted and talented cohort should be broadly representative of its whole school population.

## **Aims and Objectives**

The focus of this document is to help Netherbrook identify those pupils who demonstrate in their learning and performance an above average ability in one or more areas. It also seeks to provide learning opportunities which challenge their thinking and ensure they make appropriate progress.

## **Definition**

Gifted and talented children are those who have one or more attributes / abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).

The term gifted and talented is not to be understood as referring to the most able of the national population. The term is relative and refers to the top 5 to 10% of our school.

The term 'gifted' refers to those pupils who are capable of excelling in academic subjects such as English, Science, and History. 'Talented' refers to those pupils who may excel in areas requiring visio-spatial or practical skills such as games and PE, drama or art.

The terms gifted and talented do not only refer to those pupils who are demonstrating abilities. It is recognised that those who are gifted and talented, for a number of reasons, do not always show their ability. Just as there are children who have learning difficulties and need a particular type of support in order to reach their potential so there are also gifted and talented children who also need help to achieve their potential.

## **Roles and Responsibilities**

### **The Class Teacher**

The teacher in the classroom is at the heart of our school's provision for pupils with gifted and talented attributes. It is the class teacher's enthusiasm, skills and the quality of the relationships they engender within the class that will largely determine whether such pupils are able to make the progress of which they are capable.

### **The Inclusion Leader**

The Inclusion Leader has specific responsibility for all aspects of school work with pupils with gifted and talented attributes. They:

- Support the school and staff in the identification of pupils, setting appropriate targets and monitoring progress made.
- Keep up to date with information about resources and services and are responsible for sharing this information with colleagues and parents.
- Encourage the development of suitable in-house enrichment opportunities as well as extra-curricular activities.
- Co-ordinate the use of external agencies or people from the community, resources and facilities.
- Contribute to all aspects of whole school planning and policy making.
- Facilitate and contribute to staff development and training.

- Liaises with the named school governor.
- Ensures that the G&T register (both as a Word Document on the Staff area and on Integris) is kept up to date.
- Is included in relevant Pupil Progress meetings so that appropriate Provision Mapping may be completed in line with the School Improvement Plan.
- Provide appropriate resources.
- Ensures that the policy document is reviewed every two years.

#### **The Head-teacher**

The Head-teacher has overall responsibility for the quality of the educational provision for all pupils in the school, including those with gifted and talented attributes.

#### **Governors**

The named governor has a special interest in, and is able to support any Gifted and Talented development in the school.

### **Organisation**

#### **The National Curriculum**

When planning for gifted and talented pupils, our school takes advantage of the flexibility allowed by the National Curriculum. Within the requirement to provide a broad and balanced curriculum, we may put emphasis on some subjects or approaches in the curriculum for some pupils: there are no nationally prescribed time allowances for National Curriculum subjects.

Programmes of study set out what the majority of pupils should be taught by the end of the key stage. It is not necessary for pupils to study all National Curriculum subjects each week, term or year. We may decide to concentrate on particular subjects or aspects of the curriculum during a particular term or year. As long as the full programme of study is covered by the end of the key stage, the school can decide the weighting in any particular year.

#### **Transfer and Transition**

Good communication between teachers of different phases and from year to year within a school is essential if suitable provision is to be made for gifted and talented learners. The information shared at this point of transfer within and between schools should give details of an individual's:

- preferred learning styles;
- particular strengths and weaknesses;
- work covered;
- targets for future developments.

Much of this information can be shared through discussion as well as documentation.

#### **Monitoring and Evaluation**

The head-teacher has overall responsibility for the quality of the educational provision for all the pupils in the school, including those with gifted and talented attributes. The Inclusion Leader has specific responsibility for all aspects of the school work with such pupils. The Inclusion Leader will report back to the Governing Body during the Summer Term, reviewing and evaluating the effectiveness of the Gifted and Talented provision in the school.

## **Identification**

A range of strategies will be used to identify children including:

- discussions with parents, both when the child starts school and at any later date; \* When we or parents suspect the child has some exceptional ability. This may take the form of high levels of attainment in the curriculum or in particular skills or aspects of a subject.
- Standardised tests. It is worth noting that testing is a measure of achievement rather than potential. However it is a useful way of comparing children's performance with those of a similar age and identifying those pupils whose high achievement demonstrates high ability.
- Children's work. The ability of some able children is identifiable through the quality of their work or response to activities.
- Involvement of outside expertise such as Educational Psychologists, Autism Outreach or Curriculum Advisors.

Note:

A child who is academically years ahead of his/her peer group may have the personal maturity of an average child of his / her age – and possibly the social skills of an even younger child.

## **Our School Climate**

Before anything else we should ensure that differentiation by task is planned for, in some, if not all areas of the curriculum. The following should also be borne in mind if we are to develop the abilities and talents of our brightest pupils: \* Provide opportunities to develop specific skills, talents or interests; \* Allow bright children to proceed at their own rate with the curriculum being covered and not have repetition and revision overdone. \* Ensure entitlement to a broad and balanced curriculum.

- \* Respect children's hobbies and interests by encouraging individual research using school and public libraries.
- \* Some children may welcome an opportunity to tutor younger pupils \* Encourage wide and varied reading of literature.
- \* Encourage opportunities to extend expressive skills such as poetry.
- \* Encourage children to play a musical instrument through using DPA's involvement – music co-ordinator to arrange demonstrations by peripatetic staff. \*Providing extension and enrichment activities. Activities which provide these opportunities are open to all, but give the more able the opportunity to develop their particular skills.
- \* In Numeracy lessons, children in years 2 – 6 work in set ability groups which increase the likelihood of meeting more challenging work, whatever the child's ability.

The following is a list (not comprehensive) of activities and initiatives which we have used in order to extend G&T learning:

Regular Activities at whole school level: Drama Productions

Music concerts, festivals and competitions

Sports days

District sports

Class assemblies

Forest Schools

School-wide initiatives:

School shop

Monitors

School Council Representatives

Librarians

Playground Leaders

Office Helpers

Fund Raising Events – organised by the pupils themselves

Visitors to school:

Local community: clergy, business, politicians, police, fire service...

Drama / Theatre Groups

Authors, poets, story tellers

Sport coaches

Parents

Musicians

Dudley Performing Arts

Educational trips:

Museums / art galleries

Historical buildings / sites

Geography field trips

Theatre visits

Exploration of the local area

Outdoor Activity Centres

Clubs and Societies:

Choir

Dance

Recorder

Orchestra

Football

Cross Country

Multi-Sports

Gardening Club

Competitions:

Spelling Bee – Rotary Club

Story / Poetry Writing

Dudley Schools Library Book Quiz

Meeting Needs: Guidance for Staff

Most of the needs of the able child are served:

- if there is wide dissemination of the register in school;
- if there is close attention to the needs of individual children through differentiation by outcome, task, support, organisation or resource; \* if there are high expectations of what the child can achieve;
- if there is careful monitoring of individual progress;
- if pupils are encouraged to think for themselves, to ask questions, to take some responsibility for their own learning and to contribute ideas; \* if there is variation in pace, teaching style and organisation;
- when there is opportunity to work with specialist teachers;
- if there are extra-curricular activities available;
- if reward systems are in place which value individual achievement; \* if there are links with other institutions such as secondary schools.

## **A 'Classroom Climate' Checklist**

- How have you established a culture in which wrong answers are productive opportunities for learning ('happy accidents') and in which creative thinking is actively encouraged?
- How have you helped learners become more aware of their preferred learning styles?
- Do you provide significant opportunities for them to practise learning styles they find more difficult?  
How are you developing and maintaining a classroom of achievement?
- How often do you encourage creative thinking by asking open-ended questions to which there are no right answers?
- How are learners involved in self-assessment and / or peer assessment? \*How do you ensure that examples of gifted and talented work are on display or readily available to raise the expectations of both learners and teachers. \*How effectively are you involving teaching assistants or supply teachers in the identification of, and provision for, the gifted and talented.
- How effectively are you liaising with the schools' library service or other local resources support services?

*This policy was written based upon the following documents and information:*

- *Netherbrook Primary School Gifted and Talented Children Policy, 2005, J Atherton*
- *Netherbrook Primary School Gifted and Talented Children Policy, 2009, J Spicer*
- *DCSF 2008: Effective Provision for the Gifted and Talented Children in Primary Education*