



Gifted and Talented Policy

Policy adopted by the Full Governing Body on 3rd December 2013

Date of review – Autumn Term 2016

An introduction - What does 'Gifted' and 'Talented' mean?

There is a range of terminology used to describe this group of children including :

able pupils, more able pupils, the very able, exceptionally able, gifted children, talented pupils, those with exceptional talent and pupils with marked aptitude.

The Department for Education, from its Excellence In Cities programme, used the terms 'gifted and talented' and these were defined as follows:

Gifted	Top 5-10% of pupils per school as measured by actual or potential achievement in the main curriculum subjects
Talented	Top 5-10% of pupils per school as measured by actual or potential achievement in the subjects of Art, Music and PE

- Children can be gifted in one class/school (in comparison to their peers) but not in another. 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.
- Although the definition refers to 'actual or potential' achievement, this itself is two different things. Everything within the school system is geared towards 'actual' achievement in terms of the process and end results of pieces of work. What about those highly able or gifted pupils who for one reason or other cannot or choose not to display their real ability – either consistently or at all - which may be outstandingly high? Perhaps they are bored and not stimulated by what is on offer in their classroom or they might be choosing not to 'shine' above their peers. They may have behavioural difficulties, be experiencing other barriers to learning or specific learning difficulties in one area which get in the way of their demonstrating their ability in another.
- As well as high ability within subject areas, what about pupils who can think imaginatively and creatively across and in between subjects, Personal and social qualities and skills such as leadership and communication are also surely aspects that we would wish to develop with pupils in our schools. Should we recognise these children on the G and T register too?
- Just as there is no such person as a typical pupil, there is no such person as a typical 'gifted' or 'talented' pupil.

Gifted and Talented in the Classroom

In practical classroom terms, Gifted and Talented children are likely to present themselves to teachers in one or another of three groups:

1. those whose outstanding ability is so evident (and in some cases linked with behaviours that cause difficulties in mixed-ability settings), that they force teachers to seek to develop specific strategies to cope with their high ability, even if there is no existing whole school policy.
2. a much larger group of children with high levels of ability (the DfE suggests about 10% of a school's cohort), who attain high levels of achievement and would specifically benefit from a school policy targeted on providing appropriately for Gifted and Talented children.
3. Children with high levels of ability, who do not achieve at a high level and who are in danger of being missed by those seeking to provide appropriately for Gifted and Talented children.

Able pupils can have/be:

Good all-rounders, high ability in one area only, of high ability but with low motivation, good verbal ability but having poor writing skills, very able with a short attention span, very able with limited interpersonal skills, modest or keen to hide their abilities, have SEN (children on the Autistic spectrum)

Rationale

Our school values all children equally and endeavours to ensure that each child should have the opportunity to realise his/her potential in a challenging and supportive environment. Our school will have, at any time, talented or gifted pupils, some of whom may be exceptionally able and this may be in one or more areas of learning. We believe that we can make a difference in enabling these pupils to achieve the greatest possible progress and recognise the value and importance of identifying and celebrating their achievements and successes.

Research has shown that by making provision for gifted and talented pupils, the standards of achievement are raised for all pupils.

Our definition of ability recognises academic and practical performance as well as those who show outstanding artistic, musical and creative talent, physical skills, leadership qualities and the ability to process ideas and information. It also recognises that a child may possess this potential although performance may not currently reflect this.

Identification is usually made by:

- The teacher/the parent/the child
- Information from previous schools/outside agencies e.g. sports club, music teacher
- Test results/teacher assessments
- Pupil's work

The class teacher will:

- Liaise with the Gifted and Talented Co-ordinator and parents/carers throughout the time the pupil is in their class
- Agree, plan and implement appropriate provision
- Record strategies to be used
- Include provision in medium & short term plans, as appropriate
- Review provision regularly

It is the role of the Gifted and Talented Co-ordinator to:

- Liaise with class teachers
- Collate assessment materials, examples of work, test results etc
- Work with the teacher to support the pupil and plan provision
- Contact parents and keep them informed
- Maintain the G&T register and update annually
- Work with all parties to decide upon the strategies to be used to maximise learning and development
- Liaise with and arrange other agency referrals as appropriate
- Review provision on a regular basis
- Liaise with the Head Teacher
- Review the effectiveness of the policy
- Provide specific information linked to their inclusion on the G&T register when the pupil transfers between schools

The Staff Co-ordinator for G&T is: **Keeley Hathway**

The Governor with responsibility for G&T is: **Denise Keen**

The School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.