



Gifted and Talented Policy



Aims and Objectives

At Gorse Hill School we aim to provide the best education we can for all our pupils in a happy, caring and healthy environment. We aim to provide a curriculum that is stimulating and challenging. Success is achieved in close partnership with pupils, parents, carers and other members of the community. We continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school is given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality and disability.

In our school we 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 'more able' according to national guidelines.

Through this policy we aim to:

- create a school atmosphere where 'Every Child Can
- celebrate success in all areas of learning
- 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

Definitions

Gifted: 'Gifted' refers to a child who has demonstrated a significantly higher level of ability than most other pupils in their peer group in one or more academic curriculum areas. This description applies to the top 2 per cent of children.

Talented: 'Talented' refers to a child who excels in the artistic and creative subjects or PE, but who does not perform at a high level across all areas of academic learning.

More Able: Between 10 and 20 per cent of children are 'more able', achieving high levels of attainment across the curriculum, or in particular skills or aspects of subjects.

Identification of gifted, talented and more able children

We use a range of strategies to identify more able and very able children. The identification process is ongoing and pupil profiles begin when the child joins our nursery or school. Each child's Foundation Stage Profile gives details of their achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records. At the end of the reception year, the Foundation Stage Profile is completed, giving



information about their developing skills and aptitudes across several areas of learning. We discuss each child's baseline assessment information with the parent, and use this information when planning for individual needs.

As the children progress through the school, we assess them regularly to ensure that they are making the progress expected in their personal targets. The children undertake national tests in Year 2 and Year 6, plus regularly assessments to continuously track progress. 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 and LEA data, in order to ensure that each child is making appropriate progress.

Parents have the opportunity at any time to discuss their child's progress. Teachers report annually on each child's progress, achievement and attainment in July.

Characteristics of gifted and more able children

Gifted and more able children tend to exhibit some, but not necessarily all of the following characteristics:

- demonstrate high levels of fluency and originality in their conversation
- appreciate a sense of humour; often have a quirky sense of humour favouring the absurd; use subtle humour to great effect
- prefer the company of adults
- dislike criticism of themselves/others
- have unnecessary worries
- have an unusual resistance in putting pen to paper
- have a vivid imagination
- take an interest in difficult discussion areas such as politics or religious debate
- be dominant in a social group
- have a good memory
- respond positively to challenges
- become easily frustrated and resistant to repetitive tasks
- have wide interests
- show an in depth knowledge about a subject
- pursue particular interests well beyond what is normally required
- 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
- 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 or to write anything down (they often don't see any point in recording their methodology)
- show dissatisfaction with the results achieved, aiming for perfection
- 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
- challenge arguments and possibly appear to be disrespectful

Planning and provision

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 which maybe outside the curriculum
- an extension 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, which may mean acceleration, when enrichment and extension are not meeting the pupil's needs.

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

From Y1 onwards, we set targets for reading, writing and mathematics and regularly review these with the children. Teachers regularly review the progress of children, and children move between the groups as appropriate. This enables teachers to plan work that reflects the narrow band of ability in each group.

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.

We offer an extensive range of extra-curricular activities for our children. These activities offer gifted, talented and more able children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting, art club and ICT clubs. Talented pupils also have the opportunity to compete in many inter-schools sporting events. We make parents aware of opportunities for pupils beyond the school context. Achievements, both in and outside school, are rewarded in assemblies.

Masterclasses

The children also benefit from access to specialist coaches and teachers, particularly in PE and music. This helps to identify children who have particular talents in these areas and encourages them to pursue this further.

Where it becomes apparent that a child is exceptionally gifted, help can be sought from subject leaders and others within school, but also from the LA and from special services.



When target setting teachers set aspirational targets for more able pupils to help accelerate their rate of learning and to increase the percentage of pupils leaving Key Stage with a level 5 and beyond.

Staff members are regularly trained on any developments that are relevant for Gifted and Talented pupils. These can be in house during staff meeting and training days, or by attending external courses. Class teachers then inform support staff of any developments for the children they work with.

Roles and Responsibilities

The class teacher will be responsible for :

- keeping regular assessment data in order to identify and monitor the progress of all pupils
- making provision, through a well-planned and differentiated curriculum for all pupils to be challenged to reach their potential
- making contact with the co-ordinator, Headteacher and subject leaders to confirm and support decisions on identification and provision for the gifted and able children
- reporting to parents

The co-ordinator's role includes:

- ensuring that the more able and very able register is up to date;
- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by gifted, talented and more able children across all curriculum areas;
- regularly reviewing the teaching arrangements for gifted, talented and more able children;
- monitoring the progress of gifted, talented and more able children through discussions with teachers and teaching assistants
- supporting staff in the identification of more able and very able children;
- providing advice, resources and support to staff on teaching and learning strategies for more able and very able children;
- liaising with parents, governors and Education Leeds' officers on issues related to gifted, talented and more able children.

Monitoring and Evaluation

The co-ordinator for our policy on more able and very able children monitors this policy on a regular basis and gives feedback to the governing body. Pupil tracking is available for all teachers to access and pupil progress is reviewed half termly. The monitoring includes feedback from children, as well as classroom observations of teaching and learning and scrutiny of children's work. Work samples are used to demonstrate standards and to inform



the process of identification of gifted, talented and more able children. Pupils and parents views are sought annually and all feedback is analysed and used to support school improvement.