



# Chenies School Gifted and Talented Policy

## 1 Scope

This document specifies how Chenies School identifies and adapts the curriculum to suit the needs of all children, including Gifted and Talented.

## 2 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 are a more able school; therefore we plan our teaching and learning to enable each child to reach the highest level of personal achievement. This policy helps to ensure that we recognize and support the needs of those children in our school who have been identified as 'gifted' and 'talented' according to national guidelines.
- 1.2 In our school the term 'gifted' refers to a child who has a broad range of achievement at a very high level across a range of curriculum areas. Those children who are gifted often have very well developed learning skills. The term 'talented' refers to a child who excels in one or two specific curriculum areas, but does not perform at a high level across most areas of learning.
- 1.3 We respect the right 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.

## 3 Aims and objectives

Through this policy we aim to:

- Ensure that we recognize and support the needs of our children
- Enable children to develop their full potential
- Offer children opportunities to generate their own learning
- Ensure that we challenge and extend the children through the work we set them
- Encourage children to think and work independently

## 4 Identification of Gifted and Talented

- 4.1 We use a range of strategies to identify 'gifted and talented' children. The identification process is ongoing and begins when the child joins our school.
- 4.2 Children undergo a baseline assessment within the first half term of joining our reception class. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each baseline assessment with the parent, and use this information when planning for individual needs.
- 4.3 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 and talented' when they achieve high levels of attainment, or in particular aspects of the curriculum.

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4.4 The children undertake National tests in year 2 and year 6 across most subjects. 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.

4.5 Each teacher regularly reviews the child's progress and discusses this with parents at consultation evenings twice a year. There is an annual report on each child's progress in July.

## **5 Aptitudes in Literacy and Numeracy**

### **5.1 In Literacy, able children may show:**

- Creativity and originality – working in new and imaginative ways
- Ability to make connections between different concepts they have learned – seeing patterns or relationships and applying these to new contexts.
- Independence and perseverance – demonstrating initiative and persistence in completing tasks and pursuing lines of enquiry
- Capacity to learn and understand new ideas and ways of working quickly
- Communication skills
- Expressing ideas succinctly
- Justifying, qualifying and explaining what they say
- Use language in ways that reflect an appreciation of the knowledge and interests of specific audiences
- Ability to take on demanding tasks – researching, comparing and synthesizing information from a range of different sources, including ICT
- Ability to argue and reason
- Creating and sustain accounts and reasoned arguments at abstract levels both in speech and writing
- Grasping the essence of any content, reorganizing it in ways that are logical and offering new conclusions or insights
- Asking questions to gain information, justifying choices and taking up or challenging other approaches to a problem

### **5.2 Able children in Numeracy 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 hypothesize and explain
- Work flexibly and establish their own strategies
- Enjoy manipulating numbers in a variety of ways.

## **6 Teaching and learning style**

6.1 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. 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

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- An individual activity within common theme that reflects a greater depth of understanding and higher level attainment
- The opportunity for children to progress through their work at their own rate of learning

6.2 Children meet a variety of organizational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the gifted and talented learner.

6.3 We offer a range of extra-curricular activities for our children. These activities offer all children the opportunity to further extend their learning. Opportunities include a range of sporting and musical activities.

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

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

## 6 Management strategies

6.1 One teacher leads the provision and practice within the school for gifted and talented children. The leaders' role includes:

- Regularly reviewing the teaching arrangements for gifted and talented children
- Monitoring the progress of gifted and talented children
- Supporting staff in the identification of gifted and talented children
- Maintain a register of gifted and talented children.
- Providing advice and support to staff on teaching and learning strategies for gifted and talented children
- Liaising with governors and LEA officers on issues related to gifted and talented children.

6.2 The leader for gifted and talented children monitors this policy on a regular basis and gives feedback to the governing body when required.

## 7 Approval

Head Teacher

Printed Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Governing Body

Printed Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_