

Thomas Gray Primary School
Gifted and Talented Policy

'Inspiring children to be the best they can be'

"Every child wants to be good at something, and every child can be."
Professor Joan Freeman, Patron of NACE and author of *How to Raise a Bright Child*.

"Meeting the educational needs of the gifted and talented is about building on good general school provision, not about providing something entirely different."
Professor Deborah Eyre, 2001.

Introduction

Thomas Gray Primary School welcomes pupils with a wide range of abilities. Each pupil is perceived to be an individual of great value. We strive to provide a secure yet challenging educational environment which will stimulate the development of all our children and enable them to maximise their potential. This policy outlines the purpose, nature and management of the teaching and learning of more able and gifted and talented pupils at Thomas Gray.

Aims

At Thomas Gray we work together to meet the special needs of the able, gifted and talented children in our care in the following ways:

- Class teachers identify able, gifted and talented children as early as possible in their time at our school.
- Class teachers highlight the Able, Gifted and Talented children on O'track.
- Class teachers will assess the needs and abilities of our able, gifted and talented pupils and discuss this at pupil progress meetings with a member of the senior leadership team.
- Class teachers will plan appropriate differentiation to allow these children to challenge and extend themselves beyond the levels of the highest ability group within the class, through enrichment, extension, opportunities for investigative learning or through the use of higher order thinking and questioning skills.
- The children will be in ability groups from Year 1 to Year 6 in Literacy and Numeracy lessons. The Able, Gifted and Talented children in Literacy and Numeracy will have booster classes in a small group. The Able, Gifted and Talented children in Numeracy will have a lesson at the local Secondary school once a week.
- Able, gifted and talented students who achieved 2a+ at the end of KS1 and have not maintained two sub levels per year progress will be targeted and given booster classes in Literacy and Numeracy.

- Able, gifted and talented pupils are encouraged by class teachers to attend appropriate extra curricular activities e.g. recorder clubs, gifted and talented camps, half term holiday clubs, sporting events etc. in order for them to develop other skills and talents.
- Parents are informed at Parents' evenings that their child has been identified as able, gifted and talented and are kept informed of their progress.
- Organising attendance at workshops or events led by the Local Authority specifically for gifted and talented pupils. Organising gifted and talented pupils attending the local High School for L6 Maths work.

Definitions

Able describes children with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).

Gifted describes learners who have the an exceptional ability to excel academically in one or more subjects such as English, drama, technology.

Talented describes learners who have the ability to excel in practical skills such as sport, leadership or artistic performance.

The school's Equal Opportunities Policy will ensure that every child is considered irrespective of race, disability, religion or belief.

Identification

A variety of methods will be used to identify able, gifted and talented children, including:

- teacher observation, assessment and nomination;
- testing and tracking (results of national curriculum tests, school spelling and reading tests, Foundation Stage Profile, etc.);
- evidence from other sources (parents, outside providers, observations of other colleagues - special educational needs co-ordinator, teaching assistants, etc).
- pupil progress meetings with a member of the senior leadership team.

Organisational responses

In the classroom, teachers use a range of strategies designed to meet the needs of gifted and talented students including:

- providing open-ended tasks and extension through questioning.
- setting more detailed and complex tasks.
- tackling objectives from older year groups e.g. coverage of parts of the KS3 curriculum for gifted mathematicians in Years 5 and 6, where appropriate.
- using varied and flexible groupings within the classroom, sometimes mixed ability, sometimes similar ability. Able, gifted and talented children working

with less able children gives the former the opportunity to explain concepts and key learning to their peers, which is very powerful for both parties.

- giving able, gifted and talented children opportunities for leadership.
- encouraging able, gifted and talented children to stretch themselves in areas where they are less confident so that they take risks, experience setbacks and have opportunities to deal with failure appropriately.
- Ability setting in Literacy and Numeracy from Year 1 to Year 6.

Enrichment and Extension:

Enrichment involves tasks which broaden the child's skills and understanding.

Extension involves tasks that increase the depth of study in a specific area.

Able, gifted and talented pupils are encouraged to:

- use their initiative.
- formulate questions.
- solve problems.
- seek alternative answers.
- make judgements based on confidence in their own abilities.
- develop and use all relevant skills.
- attend activity days and master classes, organised locally by the school or the Local Authority.
- take part in day and residential visits.

Monitoring pupil progress:

The role of the class teacher is to:

- plan lessons that will motivate, challenge and extend the able, gifted and talented pupils in their class.
- record extension tasks clearly on planning.
- ensure marking and feedback are appropriate for each child's ability.
- monitor pupil progress formally and informally on a daily basis.
- review pupil progress termly and report to parents at parent consultation meetings.
- prepare pupil progress sheets for pupil progress meetings with a member of the senior leadership team.

The role of the senior leadership team is to:

- monitor the ongoing progress of all pupils identified as either able, gifted or talented.
- compile the Able, Gifted and Talented register.
- encourage extension and enrichment activities.
- liaise with parents to promote extra-curricular extension/enrichment activities.

- support staff and work alongside subject leaders to promote higher level learning possibilities across the school.

Signed: _____
Chair of Governors

Date: _____

Signed: _____
Headteacher

Date: _____

Date to be reviewed: _____