



Gifted and Talented Children Policy

(see also Inclusion, Teaching and Learning)

1 Introduction

1.1 We believe in providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. The purpose of this policy is to help ensure that we recognise and support the needs of those children in our school who have been identified according to the national guidelines defined below.

1.2 In the national guidelines the terms are distinguished as follows:

High ability (or 'More Able')

Children of good ability with a high level of attainment, generally recognised for their motivation towards academic achievements

Talented

Children with a high or potentially high level of accomplishment in expressive or performing arts or sport

For the purposes of shorthand, all children from the above categories will be referred to in the following policy as 'Gifted and Talented'.

1.3 While we recognise and cater for these particular categories of children in our school, at the same time we respect the right of *all* children, irrespective of differences in ability, to access various areas of learning, both for their self-fulfilment, and for their eventual development into active and responsible adults. In our curriculum statement we declare accordingly that we value the individuality of all our children and this is reflected in our mission statement 'teaching and learning together'.

2 Aims

2.1 Our aims are to:

- ensure that we recognise and support the needs of all 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.

3 Identification of 'Gifted and Talented' children

3.1 As a school we recognise that any child can be put on the Gifted and Talented register for any aspect of work and/or life at the Spinney School.

3.2 Once identified and placed on the register, the child will remain there for one academic year. The child may be removed from the register, but only after review over a period of time and in consultation with senior leaders.

3.3 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. Each child's pre-school record gives details of achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records. Refer to document of identification.

3.4 In the Foundation class all children are assessed using the Foundation Stage Profile. This forms a basis for assessment and tracking children's progress throughout the year. Children may be identified at this stage as being gifted or talented.

3.5 As the children move through the school, we assess and track their progress at the end of each unit of study in the foundation subjects, and termly for core subjects.

3.6 The children undertake national tests in Year 2 and Year 6, plus the optional national tests in Years 3, 4 and 5. 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.

3.7 Each teacher regularly reviews the children's development and records this in the Ongoing Assessment File. Teachers discuss the children's progress with parents at the termly consultation evenings, and report annually on each child's achievements in July.

3.8 Other identification strategies include observation of children (such as in p.e.) as well as other tests and discussion with outside organisations (e.g. peripatetic teachers).

4 Gifted and talented co-ordination.

4.1 All teachers need to coordinate the provision and practice within the school for gifted and talented children. Teachers will:

- keep a register of gifted and talented pupils up to date;
- constantly review planning to ensure that suitable tasks and activities are being undertaken across all curriculum areas by the higher achievers;
- regularly review the teaching arrangements for these particular children;
- monitor their progress through termly discussions with colleagues and subject leaders;
- support staff in the identification of these children;
- provide advice and support to staff on teaching and learning strategies;
- liaise with parents, governors and LEA officers on related issues.

5 Monitoring and review

5.1 The governor with responsibility for inclusion issues monitors the school provision for gifted and talented pupils. The governor will work with teachers to monitor and evaluate the school's system and practice to help these pupils to reach their full potential.

6 Policy review

This policy will be reviewed every two years, or earlier if necessary.

Date	Where	What was done?
2004		Policy adopted
20th April 2008	Own time	Policy reviewed by co-ordinator (ML Mawson)
25 th January 2011	Release time	Policy reviewed by co-ordinator
5 th February 2013	Deputy Head Time	Policy reviewed by Deputy Head (L Mawson)
5 th January 2015	Own time	Policy reviewed by co-ordinator (ML Mawson)
31 st January 2017	Deputy Head Time	Policy reviewed by Deputy Head (L Mawson)