**The Royal (Crown Aided) First School**

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**Gifted and Talented Policy**

***“Inspired to learn”***

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| Date reviewed: | March 2014 |
| Date of next review: | March 2017 |
| To be reviewed by: | Headteacher/Teacher |

This is a live policy and the Head Teacher is responsible for maintaining its accuracy. Any required amendments should be sent direct to the document owner.

**Introduction**

Our school values all children equally and endeavors 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, a number of more able, gifted or talented pupils, some of whom may perform at a level that well exceeds the level of others in their class or that expected for children in their age group. 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 more able, 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.

**The Policy**

This policy outlines the identification procedures and management of the school’s provision for More Able, Gifted and Talented children as agreed by staff and governors. It will be reviewed annually.

**What do the terms gifted and talented mean?**

The Government defines gifted and talented learners as: ‘Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).’

**The Definitions we use at The Royal First School**

Those pupils who demonstrate in one or more areas, abilities which place them into the highest achieving 20% of our school population and would benefit from an effective and planned differentiation programme can be classified as “**more able**”.

Within this group 5 to 10% of our school population may be considered as “**Gifted and Talented**”. It is this group that schools are now required to indicate in their School Census return.

A small minority, of up to 2% of our school population may be considered as “**exceptionally able**”. These children fall in the top 2% of pupils nationally. The school may or may not have children on role that can be considered exceptionally able. These children need specific plans to enable their needs to be met. Effective provision may involve writing an Individual Education Plan to clearly identify the areas where these pupils need specific teaching, high expectations and increased support. These children can have very distinctive needs that may require a significant modification of the curriculum.

Underachievement is a discrepancy between a pupil’s school performance and some index of his or her actual ability e.g. a failure in terms of results and/or quality of work may be an indicator. **Underachievers** can be difficult to identify and so staff are encouraged to note any evidence of ability and to share their ideas to collectively explore the pupil’s ability.

**Identification Methods**

It is important to identify a learner’s abilities and talents at every stage in their development in order to ensure that provision is appropriately challenging for them. Even if early evidence of ability is largely precocity, it should be catered for. In the Early Years identification will tend to consist of ‘softer’ measures – for instance, linked to indications of children’s interests and enthusiasms. Identification will also be more provisional and fluid throughout the primary years, since it will need to reflect the differing and uneven rates at which children develop at this stage.

There are a number of identification strategies available to assist schools. It is important to note that no single process is perfect or should be used in isolation and the identification process needs to be ongoing. A range of popular methods for identification is listed below;

* Teacher / staff nomination.
* Checklists for identifying ‘more able / gifted characteristics’.
* Subject-specific checklists.
* Testing- achievement, potential and curriculum ability.
* Assessment of children's work / work samples.
* Teacher observation.
* Benchmark tests/assessments – end of key stage tests, optional SATS.
* Cognitive Abilities Tests.
* NFER V erbal Reasoning and Non-V erbal Reasoning Series – standardised age mean  score of 129 or above.
* Test of general cognitive ability administered by a chartered educational psychologist  (e.g. WISC, Stanford-Binet, BAS) – WISC or Stanford-Binet performance at or above 95th percentile. BAS GCA standardised score of 126 or above.
* Reading / spelling age tests.
* In-house subject tests or assessments (LCP Science, termly Maths).
* Observed response to increased challenge.
* Teacher observation, assessment and records of progress.
* Curriculum specialist or advisor identification.
* Reports from outside agencies.
* Reports from previous schools.
* Peer nomination.
* Parental nomination.
* Using community resources  **Talent Indicator.**

Outstanding performance at school at a level considerably higher than that expected for the child’s age in the subject areas of Music, Art and Design, Drama and / or Sport

Outstanding performance in vocational grade tests in music, dance or drama or;

* Attendance at a centre for advanced training in music, dance or sport.
* Attendance at a centre of excellence.
* Attendance at a junior conservatoire or choir school.

Holders of scholarships, national grants or awards  **Characteristics to look for**  Gifted and talented pupils are a diverse group and their range of attainment will be varied. However, they are more likely than most pupils to;

* Think quickly and accurately.
* Work systematically.
* Generate creative working solutions;
* Work flexibly, processing unfamiliar information and applying knowledge, experience  and insight to unfamiliar situations.
* Communicate their thoughts and ideas well.
* Be determined, diligent and interested in uncovering patterns.
* Achieve, or show potential, in a wide range of contexts.
* Be particularly creative.
* Show great sensitivity or empathy.
* Demonstrate particular physical dexterity or skill.
* Make sound judgments.
* Be outstanding leaders or team members.
* Be fascinated by, or passionate about, a particular subject or aspect of the curriculum.
* Demonstrate high levels of attainment across a range of subjects or within a particular  subject or aspects of work.

A checklist showing the characteristics of G&T underachievers can be found on the  school’s VLE  **School Census and the G&T Register**  Schools are now required to indicate which of their pupils are gifted and talented in their School Census return. The DCSF guidance strongly encourages schools to maintain a register of all pupils that have been identified by the school as gifted and talented relative to their peers in their own year group and school (because their ability is developed to a level significantly ahead of their year group within that school, or because they have the potential to develop such ability).

Since relative ability changes over time – some children are precocious and some late developers – one would expect younger learners in particular to move off and on the G&T register. The expectation is that gifted and talented populations will become more stable in secondary schools and colleges, particularly in the later years. The register is therefore a marker for those needing extra challenge and support; if a learner no longer needs such provision there is no case to retain him or her on the register.

**The Role of the Class teacher**

* Take steps to identify very able/gifted pupils within their class as soon as possible.
* Assess/gather data to support the nomination.
* Liaise with the Gifted and Talented Leading Teacher and parents/carers throughout the  time the pupil is in their class.
* Agree, plan and implement appropriate provision.
* Record strategies to be used (for example) Include provision in medium & short-term  plans, as appropriate.
* Review provision regularly  **The Role of the Gifted and Talented Leading Teacher.**
* Monitoring early identification – pupils from other schools, new intake etc.
* Arrangements for identification within the school.
* Keeping a register of able pupils, which identifies pupils by name, age, year group, and  areas of ability or subject expertise.
* Ensuring all staff involved with identified children know of their particular needs and are  encouraged to make provision for them.
* Updating colleagues on best practice or new initiatives as they arise.
* Develop with subject leaders a collection of extension and enrichment materials.
* Monitor the progress made by the children and update the register annually.

**Provision Within School**  Teachers should seek to use a variety of techniques and strategies to provide for the more able child and those identified as Gifted and Talented on the school census.  **Planning for the more able child;**

* Identifying provision for pupils in subject policies and plans.
* Identifying clear stages of development in schemes of work.
* Planning a differentiated curriculum with a balance of whole class, group and individual  teaching.
* Differentiation through pace, task, dialogue, support, outcome, resource, content and / or  responsibility.
* Planning a variety of extension and enrichment activities.
* Setting differentiated homework where appropriate  **Challenging the more able child.**
* Problem solving and investigation to develop reasoning and thinking skills.
* Use and model open-ended questions and tasks.
* Introduce elements of competition within and outside peer group.
* Competition against self – target setting.
* Opportunities for creative and productive thinking.
* Encourage use of higher-order thinking skills  **Extending and enriching the curriculum.**
* Visiting experts and range of materials and resources.
* Visits from poets, writers, actors, dances etc and workshops.
* Increased technical and specialist language.
* Use of subject specialists / mentoring by either a similarly talented or suitable  encouraging adult.
* Use of additional support, LSA’s, other adults, older pupils and parents for one to one or  group work to extend child in a specific area (social or academic).
* Links with outside agencies, other schools etc.
* Clubs at lunchtime or after school, covering academic as well as other activities.
* Annual subscription to publications such as Aquilla magazine and / or YG&T magazines.
* Participation in special competitions.
* Use of the expertise and interests of able pupils to help deliver the curriculum.
* Establishing a school magazine / newspaper / school council.
* Enrichment sessions during the school day.
* Cluster activities with other schools.
* Consideration of the enrichment activities provided by outside associations and  organisation  **Knowing what pupils are capable of.**
* Regular observation and recording of progress across the curriculum.
* Encourage pupils to assess and review their own performance.
* Value out of school achievements  **Provision Outside School**  The most effective support the school can provide to parents of more able children is via open communication of information about progress and strategies adopted. The school will need to make use of.
* Subject specialists.
* Visiting experts.
* School library service.
* Specialist clubs and societies.
* National Associations.
* The Internet.
* Local master classes and workshops  **Record Keeping**  The school’s normal individual record keeping applies to more able pupils.  **Continuity and Progression.**
* Information on G&T pupils is provided on transfer between classes.
* Information on G&T pupils is provided on transfer between schools.

**Monitoring, Assessment and Evaluation**

Student achievements will be monitored and evaluated against set individual targets. This process will include;

* Regular observation and recording of progress across the curriculum.
* Encouraging pupils to assess and review their own performance.
* Valuing out of school achievements.
* Intervention activities to prevent underachievement.  **Named Coordinator and Named Governor**  The G&T Leading Teacher for our school is Miss Judy Parsons. A named governor has responsibility to ensure that able, gifted and talented is always on the agenda for teaching, learning and school management.  **Continuing Professional Development**  Regular training for the G&T Subject Leader and Governor Appropriate in-service for all staff Involvement in cluster co-ordinator meetings and training initiatives  **Process for Development and Review**  The school has an action plan to support the implementation of this policy with clearly identified monitoring and evaluation opportunities. Our commitment to support more able, gifted and talented pupils is reflected in our School Improvement Plan.  **Evaluation**  It is important that the success of the school’s provision for the more able child should be evaluated regularly by the ‘Gifted and Talented’ Lead Teacher / Head teacher.