



## **Gifted and Talented Policy**

This Policy is for the whole school including the EYFS

### **Statement of Intention**

In order to support our able, gifted and talented pupils we will;

- seek the participation of all students in learning which leads to the highest possible level of achievement and personal fulfilment
- develop inclusive practice which will benefit all pupils and the staff working within schools
- have high expectations that are supportive of academic success
- ensure effective inclusive practice which will lead to school improvement

### **Definitions**

The terminology our school will use to define our higher achieving pupils will be

- **able**
- **gifted**
- **talented**

**More able pupils** are those whose academic performance is significantly above age expectations in two core subjects (*see Appendix 1 as a guide*)

**Gifted pupils** are those who demonstrate significant attainment in a specific subject

**Talented pupils** are those who demonstrate exceptional performance in one or more of the following, although a pupil may be considered to have all three.

- i) the arts or design (*e.g. grade 2 or higher in one or more musical instruments, recognised excellence, published or public performance in art, literature or drama*)
- ii) sports (*local, regional, county or national representation*)
- iii) a high level skill in a particular field outside the curriculum.

## **Identification**

Our identification strategy includes:

- Teacher observation and assessment
- Check lists of characteristics
- Pupil's profiles
- Background knowledge from parents
- Other tests
- Curriculum opportunities

The names of pupils identified as able, gifted and talented in our school will be recorded on the school Provision Map so that their progress can be specifically tracked. Pupils may be identified at any time. We expect class teachers and the Gifted and Talented co-ordinator to be fully involved in discussing individual pupils. Once identified, pupils will remain on the provision map unless they cease to meet the criteria for nomination.

## **Organisation**

The Coordinator's role is to;

- Exemplify good practice in meeting the learning needs of able, gifted and talented pupils
- Set up and maintain a register in the school of those pupils identified as being able, gifted or talented
- Liaise with class/subject teachers to support provision for those pupils
- Research suitable resources and generally support staff in providing for those pupils
- Keep themselves up to date with developments in this field through School membership of NACE (National Association for Able Children in Education), NAGTY (National Academy for Gifted and Talented Youth) etc.
- Attendance at relevant training
- Deploy teaching assistants, outside experts, specialists, mentors and other members of the community as appropriate

## **Provision**

We will consider a range of strategies:

- differentiated planning to include a minimum of support, core and extension
- opportunities for children to work in a variety of grouping situations e.g. whole class, group work, paired work, independent study
- homework
- facilitate opportunities to participate in activities outside school which may involve absence from school
- working with older pupils
- opportunities to celebrate achievements from both school and outside school activities e.g. celebration assemblies
- acceleration

## **Partnership with Parents**

The involvement of parents in a partnership to support learning is crucial in determining educational outcomes.

To this end we will;

- discuss their child's inclusion on the school's able, gifted and talented provision map
- liaise with parents at parent focus meetings
- communicate external opportunities for extension activities relevant to able, gifted and talented pupils both locally and nationally
- discuss pupil participation in relevant activities outside of school which may involve absence from school

## **Monitoring and Evaluation**

Provision for able, gifted and talented pupils will be a regular part of the school's monitoring of learning and teaching. The able, gifted and talented co-ordinator will review the progress of pupils identified.

**Date: July 2021**

**Review Date: July 2022**

## **Appendix 1**

### **Definition of more able pupils:**

Those whose academic performance is significantly above age expectations in two core subjects (at least one year group above)

The assessment levels below (Target Tracker) are broad indicators, and will vary according to cohort.

| <b>Year Group</b> | <b>End of Year Assessment Level</b> |
|-------------------|-------------------------------------|
| Y2                | Working at Y3 Level and beyond      |
| Y1                | Working at Y2 Level and beyond      |
| Reception         | Exceeding the Early Learning Goals  |
| Pre-Reception     | 40-60 months in all areas           |

### **Register of More able, Gifted and Talented Children**

**Name of pupil:**

**School: Annemount School**

**Academic Year:**

This pupil has been identified in line with the following common identification criteria adopted by Annemount School:

- **More able pupils** are those whose academic performance is significantly above age expectations in two core subjects (see Appendix 1 as a guide)
- **Gifted pupils** are those who demonstrate significant attainment in a specific subject
- **Talented pupils** are those who demonstrate exceptional performance in one or more of the following, although a pupil may be considered to have all three.

i) the arts or design (e.g grade 2 or higher in one or more musical instruments, recognised excellence, published or public performance in art, literature or drama)

ii) sports (local, regional, county or national representation)

iii) a high level skill in a particular field outside the curriculum.

**Please tick category to select:**

**More able**

**Gifted**

**Talented**

**Evidence (Please give a brief reason for identification):**