

# Wrotham Road Primary School



## Gifted and Talented Policy

*“Meeting the educational needs of the gifted and talented is about building on good general school provision, not about providing something entirely different.”*

Wrotham Road School welcomes pupils with a wide range of abilities and each pupil is perceived as an individual of great value. We aim to provide a secure yet challenging educational environment, which will stimulate the development of all pupils and enable them to maximise their potential socially, intellectually, creatively and personally. This policy outlines the purpose, nature and management of the teaching, learning and assessment of gifted and talented pupils at Wrotham Road.

### **Definitions:**

- **Gifted** describes learners who have an exceptional academic ability in more than one subject such as English, Maths, Science or Computing.
- **Talented** describes learners who have an exceptional ability to excel in a particular subject including practical skills such as sport, leadership or artistic performance.

Our school’s Equality Policy will ensure that every child is considered irrespective of gender, ethnicity, culture, religion, language, disability, sexual orientation, age and social circumstances.

### **Identification:**

Gifted and talented pupils are usually identified by the class teacher, through observations, assessment against criteria and performance in standardised tests of ability. (This will include CATs in Y4, Y5 and Y6). These are shared and discussed with the Senior Leadership Team, subject leaders and our Able, Gifted and Talented Co-ordinator.

Identification strategies include:

- EYFS, KS1, KS2 testing and tracking (results of Standards Assessment Tests, school spelling and reading tests, Foundation Stage Profile, etc.).
- Annual testing results.
- Use of school checklists.
- Teacher observation and assessment.
- Discussion with parents/guardians.
- Discussion with pupils.
- Information provided by external agencies e.g. clubs etc.

Once a decision has been made and agreed, the pupil's name will be highlighted appropriately on our progress grids and parents/carers will be invited at the next Parent/Teacher Consultation meeting to discuss their child's specific strengths, the way in which the child's needs can be met and how they can be supported. The pupil's ability, gift or talent will be monitored regularly as part of the normal classroom assessment process.

### **Strategies to Support the Identified Pupils**

Some or all of the following will be used to support Gifted and Talented pupils:

- Differentiated planning – stimulus, resources, tasks, outcome, response.
- Providing appropriate challenge – high-quality tasks for enrichment and extension allowing these children to challenge and extend themselves beyond the levels of the highest ability group within the class.
- Tackling objectives from older year groups e.g. coverage of parts of the KS3 curriculum for gifted mathematicians in Years 5 or 6, where appropriate.
- Varied and flexible grouping when necessary e.g. ability, mixed ability, individual, acceleration.
- Medium term planning and individual lesson plans will identify extension tasks for gifted and talented pupils.
- Lesson planning that caters for different learning styles.
- Setting appropriate targets for Reading, Writing, SPaG, Science and Mathematics.
- Setting appropriate homelearning tasks when relevant.
- Fostering creativity within appropriate challenges
- Organising attendance at workshops or events led by the Local Authority, specifically for gifted and talented pupils.

The strategies used will be reviewed regularly and will change according to the needs of the pupil.

### **Responsibilities**

Once a child has been identified and their details have been added to the register, their abilities will be continuously monitored. The child will remain on the database for as long as it is appropriate. There may be occasions where a child is removed from the database if their ability, gift or talent no longer exceeds that of their peers.

### **The Role of the Class Teacher is to:**

- Plan lessons that will motivate, challenge and extend the 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 regular basis.
- Review pupil progress every term and report to parents at parent consultation meetings.

### **The Role of the Leader is to:**

- Monitor the ongoing progress of all pupils identified as gifted or talented.
- Compile and monitor the Gifted and Talented Register.
- Provide agreed extension and enrichment activities in Literacy, Numeracy or Science groups and themed days.
- Support staff, liaise with Senior Leadership Team and work alongside subject leaders to promote higher levels of learning possibilities across the school.
- Review the effectiveness of the policy.

### **Parents**

We are committed to working with gifted and talented pupils and encourage parents to take an active part in their children's development.

We offer:

- An open door policy to welcome parents
- Guidance and advice
- Encouragement and sharing of views
- Provision for challenges
- Parent/teacher consultations

### **Monitoring and Evaluation**

Provision for gifted and talented pupils will be a regular part of the school's monitoring of teaching, learning and assessing. Our Senior Leadership Team and class teachers and will provide colleagues involved in the secondary transition process with information regarding gifted and talented pupils so that the pupils can continue to receive appropriate provision. When appropriate, head teachers from primary schools within our cluster will share information from their school's more able, gifted and talented pupils across the cluster.

Agreed Jan 2016

Review Jan 2018