

**Brighter Futures Academy Trust
Siddal Primary School**

G & T Policy



Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
C.Howarth	November 2015	September 2016

Gifted and Talented Policy

At Siddal Primary, we aim to provide a curriculum appropriate to the needs and abilities of all our pupils thus enabling them to reach the highest level of personal achievement. In doing this we aim to recognise and support the needs of children who have been identified as gifted or talented in accordance with our own agreed and recommended guidelines:

- 'gifted' pupils as those who have significant abilities in one or more subjects in the school curriculum other than Art and Design, music and PE'
- 'talented' pupils as those who have significant abilities in Art and Design, music, PE, or in sports or performing arts such as dance and drama.

Siddal Primary School aims to ensure that children who have been recognised as gifted and talented need to be given opportunities to follow a curriculum that offers additional breadth, depth and mastery approach to the normal curriculum in order to develop their talents. They need to be able to work on tasks of greater complexity and abstraction and with a greater degree of independence.

Aims- in support of the teaching and learning policy;

- to ensure that gifted and talented children are identified accurately and that provision is made for them
- to enable gifted and talented children to achieve their potential by removing barriers to learning
- to offer gifted and talented children opportunities to generate their own learning and to develop their own independent learning skills by providing a board and challenging curriculum
- to monitor the progress of gifted and talented children and liaise with parents/other agencies on the child's achievements
- to provide opportunities for additional and external learning

Additional to these aims, as a school we:

- hold a central register of gifted and talented learners to enable pupils to be appropriately targeted and monitored
- seek out external opportunities specially targeted for the development of higher order thinking and learning, in learners displaying enthusiasm, perseverance, interest and effort who may be, but not exclusively, on the 'gifted and talented' register
- provide a broad range of internal enrichment opportunities

The school aims to provide the best possible education to meet the individual needs of all learners and to help them develop to their full potential.

Identification

At Siddal Primary School, quantitative measures of academic excellence are agreed (and updated in light of local and national information) to help in the identification of the school's most able learners.

For the purposes of our identification, gifted learners are described as working at mastery level or significantly ahead of age-related expectation.

Gifted and talented pupils are a diverse group and their range of attainment will be varied. Therefore a range of strategies will be used to identify them. A child's particular gifts and talents may be identified through:

- observation of pupil's approach to routine work in class and activities outside the classroom
- observing the pupil systematically in a range of learning contexts and identifying those who demonstrate social or leadership skills, an aptitude for problem solving or acute listening skills
- observing pupils responses to their work and talking with them about what they like, dislike and what enables them to learn best
- tracking pupils attainment and progress
- observing their ability to take the initiative or adapt to different circumstances
- monitoring performance in the National Curriculum expectations using Assertive Mentoring/SIMS and other measures including standardised tests
- judging their attainment and progress against National Curriculum expectations and similar pupils

Identification processes are ongoing to allow entry to the cohort at any point. Regular reviews take place to update and amend the register.

Provision and Progression

The teachers at Siddal Primary aim to develop a stimulating learning environment which allows all pupils, including those who are gifted and talented to apply their skills and understanding and develop their knowledge within a secure and flexible learning environment. Learning takes account of all preferred learning styles, and where possible, is personalised so that any potential barriers to learning are removed. Opportunities are provided for practical, creative and investigative work both individually and in groups and for linking different curriculum areas and computing. Planning should demonstrate that account has been taken of the most able learners, and that independent learning and thinking is a priority.

Extra-curricular activities are provided by the school to extend the opportunities for children. Opportunities are also provided for children who demonstrate particular leadership skills or capacity for creative thought.

The inclusion coordinator attends network meetings regularly, and disseminates information to colleagues. Provision has been made for staff induction, training and development on issues relating to teaching gifted and talented pupils within school, and the SDP and performance management cycle link the needs of vulnerable pupils to our self-evaluation and monitoring processes.

Monitoring and Assessment

The progress of gifted and talented children is tracked, assessed and monitored termly through;

- teacher assessment- written and verbal
- Government testing results (KS1, KS2 and optional testing)
- National Curriculum and other standardised tests
- Teacher/SLT pupil progress meetings
- appropriate planning to extend the curriculum
- appropriate record keeping/ liaison with other staff
- monitoring and support from subject coordinator/curriculum teams
- pupil tracking
- liaison with parents/other agencies

- register of children identified as gifted or talented.

Resources

The school provides suitable resources with which to extend the curriculum for those children identified as gifted or talented. These may be accessed from other year groups/key stages or may be acquired from outside agencies. Groups of our most able learners work with staff on enrichment activities, for instance, extending level 6 mathematicians in year 6/5, and with other similar pupils from neighbouring schools. Pupils are also identified to take part curriculum specific events at the local secondary school or in regional/national events.

Equal Opportunities

This policy relates to all children within the school regardless of race, disability, gender, age or religious persuasion in line with the school's Equal Opportunities policy.