



Placing children's rights at the heart of all we undertake.
respect integrity humility equality care towards all



Dosthill Primary Academy

Gifted and Talented Policy

Reviewed by: Nikki Roadway

Date: 17th June 2019

Approved by:

Date:

Next review due: June 2020

Aims and Values

Our core moral purpose is encapsulated in the vision statement for the school: Striving for excellence in an inspirational climate where learning is nurtured and secured. Our core values permeate our every breath at Dosthill Primary Academy where everyone is selflessly committed to:

- Promising Academic Achievement.
- Crafting Character Skills for Life.
- Ensuring Excellence for All.
- Inspiring Each other/Achieving Together.

Our aim is that everyone in our Dosthill Family grows in confidence to achieve their ambitions and dreams with courage and kindness. We promise to provide a caring ethos where all children have the confidence to explore, dream and discover so that every valuable second of the day is a learning adventure.

Rights Respecting Schools

This Policy relates most directly to the following article from the 'UN Convention on the Rights of the Child':

Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

The Public Sector Equality Duty

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Rationale

This policy is a statement of the entitlement of children who are recognised as Gifted and Talented at Dosthill Primary School. It has been developed from reading and research, through staff and senior management consultation and by CPD.

This policy is intended to support the following aims:

- To support the abilities, personal qualities and talents of all children.
- To ensure that all learners receive an education appropriate to their abilities.
- To provide teaching that makes learning challenging and enjoyable.
- To provide higher order thinking and questioning skills.
- To employ a wide variety of methods of recognition of potential.
- To recognise under-achievement and to seek to remove it.

- To stimulate learners through extra-curricular activities and through curriculum enrichment.
- To have the expectation that the curriculum for all will be extended by realising the needs of the most able.
- To train staff and to provide for these aims to be achieved.
- To audit provision through The Quality Standards.
- To regularly review the gifted and talented register

In order to achieve these aims, we will ensure that all learners have opportunities to develop specific skills or talents.

Definition:

There are many definitions of 'gifted and talented'. Local and National guidance suggests that;

- 'Gifted' learners are those who have abilities in one or more subjects in the statutory curriculum other than art and design, music and PE;
- 'Talented' learners are those who have abilities in art and design, music, PE or performing arts such as dance and drama.

The term 'gifted and talented' is not to be understood as referring to the most-able learners in the national population. The term should be seen as relative and refers to the top 5% to 10% of any school, regardless of the ability profile of learners at the school.

Within the school we recognise that gifted and talented learners can be:

- good all rounders
- high achievers in one area
- of high ability but have poor writing skills.

We also recognise that those learners who are gifted and talented do not always show their ability. Such learners are gifted and talented even though their abilities may be hidden or remain as potential.

Identification of Gifted and Talented learners

Gifted and talented learners are identified by making a judgement based on an analysis of various sources of information including:

- Test scores (SATs in years 2 and 6)
- Data analysis – Building Block Assessment System
- Teacher nomination (based on classroom observation, discussions with pupils, work scrutiny)
- Peer or self-nomination
- Parental nomination
- Reading ages
- Performance in PiRA, PUMA or GAPS tests undertaken termly

No one single method can be entirely accurate.

The school will seek to provide an enriched curriculum for all learners. Through this it will be possible to identify the most-able.

This information is collated by the gifted and talented leader and senior management and is made available to all staff. The gifted and talented register is regularly reviewed and updated.

Organisational and in-class approaches

Enrichment/extension activities are provided by all teachers in all classes as part of normal differentiated provision. This is shown on planning documents. Working with others of like ability is important. Differentiation should provide activities requiring higher order thinking skills. Gifted learners need to be challenged and the role of the teacher is vital in challenging the thinking of the gifted child

Important strategies include:

- The coherent management of learner groupings (whether in mixed ability groups or ability groups) and recognition that whilst there may be a higher concentration of gifted and talented learners in some groups there will be learners who have gifts and talents in all groups.
- The provision of opportunities for gifted and talented learners to work with learners of similar ability.
- It should be possible to address the needs of these learners within the appropriate year group. However, there will be times when it will be appropriate for children to work with older children, through curricular activities and through visits to secondary schools.
- Mentoring and additional provision for learners of exceptional ability.
- The provision of enrichment/extension activities and tasks.
- Differentiation within subject areas.
- The development of independent learning by allowing learners to organise their own learning, to carry out tasks unaided, evaluate their learning and become self-critical.

Out of class/extra-curricular activities

The following are offered on a regular basis and, although these benefit all learners, they are particularly appropriate for ensuring that learners who have potential in these areas are given opportunities to practice and extend their skills.

- Enrichment days
Gifted and Talented learners at Dosthill have been involved in a number of enrichment days that have focused on the development of a variety of skills such as a series of mornings alongside Gifted and Talented learners from within other Tamworth primary schools.
- School clubs
Children on the Gifted and Talented register for specific areas may be part of school clubs that stretch and challenge their abilities in this area.
- Musical and sporting activities
All children are given the opportunity to try out for sports teams with a particular awareness of those children identified as Gifted and Talented for Sports.

Roles and Responsibilities

The Inclusion Leader has overall responsibility for Gifted and Talented Learners:

- (i) ensuring that the policy is implemented;
- (ii) monitoring the progress of Gifted and Talented learners, in consultation with the Head teacher and Senior Assistant Head;
- (iii) ensuring that the professional development programme includes relevant aspects of Gifted and Talented provision; and
- (iv) for the efficient use of resources.

The Inclusion Leader also has responsibility for use of the Pupil Premium which may be directed to gifted and talented learners who are Looked After or Free School Meals.

Class teachers are responsible for identification and provision of support for learners identified as Gifted and Talented with support from the Gifted and Talented Leader

Parents may wish to advise the class teacher if they feel their child meets the criteria for Gifted and Talented in an out of school club or activity. Teachers and parents will work together for the needs of the Gifted and Talented child.

Role of the Governing Body and the Head Teacher

The Governors, working in partnership with the Head Teacher, have responsibility for deciding the school policy and approach to meet the needs of Gifted and Talented learners.

The Governing Body is further required to:

- do its best to ensure that the necessary provision is made for a learner who has been identified as Gifted and Talented;
- ensure that teachers in the school are aware of the importance of identifying, and providing for, those learners who are Gifted and Talented;
- ensure parents have access to the school's policy for Gifted and Talented learners; *and*
- ensure there is a designated Gifted and Talented Governor who maintains an up to date knowledge of the Gifted and Talented policy and understanding of Gifted and Talented issues at a school, local, county and national level.

Continuing Professional Development (CPD)

The Inclusion Leader, along with other staff are provided with opportunities to attend courses, Network Meetings and workshops which allow for CPD in the area of Gifted and Talented Education and knowledge in terms of updates in this area of education to be implemented and cascaded. This in turn, enables the leader to exploit all opportunities to further the development of these learners.

Resources

Our resources include:

- Information books for staff related to Gifted and Talented Learners and provision;
- Photocopiable resources;
- Materials and games etc. to suit the differing needs and abilities of all learners who are Gifted and Talented;
- Resources based on developing Philosophy for Children;
- Staff expertise;
- List of useful websites related to a range of areas for Gifted and Talented learners provision. E.g. National Association for Gifted Children:
<https://www.potentialplusuk.org/>
This includes information for children, parents and professionals.

This Policy should be read alongside the Learning and Teaching Policy; also the Learners' Charter.

Policy review

The Policy will be reviewed annually in line with the Governing Body Annual Plan.