

## Rollesby Primary School and Nursery

### Policy for Gifted and Talented Pupils

#### Rationale

Our school values all children equally and endeavours to ensure that each child should have the opportunity to achieve in an environment that provides support and challenge. Our school will have, at any time, talented or gifted pupils, some of whom may be exceptionally able and 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 success.

#### Definition of Gifted and Talented

Gifted and talented is the term applied to those '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)'. (Identifying Gifted and Talented learners – getting started DCSF,2008).

**Gifted** - At Rollesby Primary School & Nursery we define Gifted and talented students as: 'Gifted students are those who have abilities in one or more subjects in the statutory curriculum other than art and design, music and PE:

**Talented** - 'Talented' students are those who have abilities in art and design, music, PE or performing arts such as dance and drama.

**Dual or Multiple Exceptionalities-** A child with a disability or other special educational need or additional education need, that is also gifted, talented, exceptionally able or genius in another area.

e.g. an autistic child with an exceptional calculating ability.

**More Able** – children who have the potential to or who are working above age related expectations in academic or practical subject areas within the school.

'More Able' pupils refers to the expected performance of children within a particular year group that are working above expectation (working at least a year above the age related expectation in one or more academic area i.e working within or above the next year group expectations). However when test results and teacher assessment do not tally, children may still be identified as more able but underachieving. Every class is differentiated to meet the needs of all children including a 'more able' group. This 'More able' group may include the one or two pupils who are identified as 'gifted' or 'talented'.

## **Aims**

- To ensure that children continue to develop their potential irrespective of race, gender, culture, religion or ability.
- To provide all pupils with activities, both in the classroom and outside that are challenging and take into consideration the different learning styles of the children.
- To provide additional activities for those children identified as gifted and talented.
- To support, encourage and celebrate pupils' achievements outside of school.

## **Objectives:**

- To develop a whole school approach towards planning, provision and support for the more able, gifted and talented child and the under-achiever
- To develop appropriate learning resources that challenge the more able pupils and encourage the use of the higher order thinking and learning skills.
- To ensure planning is differentiated for the more able and gifted and talented child.
- To provide work and experiences of a suitably challenging nature.
- To develop the whole child.

## **Staffing**

The Headteacher is the school's Gifted and Talented leader.

Teachers and Subject Leaders:

- To ensure Quality First Teaching for all pupils throughout the school, which includes catering for different learning styles
- To track the progress of all children through the use of assessment and **Learning Ladders**, using this assessment to ensure that each child has access to a broad and balanced exciting curriculum which both supports and challenges learners.
- To report any children who are within the classification of gifted and/or talented to the Headteacher.
- To ensure that evidence is collected on an ongoing basis to support any identification and to successfully track the progress of these children. Including annual standardised tests of ability and attainment.

Leader for Gifted and Talented Pupils:

- To set up and maintain the Gifted and Talented Register.
- To gather names from a variety of data sources and from teachers of identifies pupils from all subject and learning areas.
- To monitor the progress of those on the register through Pupil Progress meetings.
- To liaise with class teachers to support provision for gifted and talented pupils, increasing the awareness of the needs of gifted and talented pupils.

- To establish and develop effective links with receiving secondary schools or other Primary Schools and ensure the transfer of relevant information.

Headteacher:

- To ensure that appropriate time and resources are made available for effective management of the needs of Gifted and talented children within the school
- To ensure that there is appropriate curriculum flexibility to meet the needs of Gifted and talented children.

Governors:

- To ensure that the school is meeting its statutory duties in respect of Gifted and Talented children through regular Full governor Body Meetings.

Monitoring:

- Pupils on the register will be reviewed each term following the school assessment procedures linked to pupil progress meetings.
- New pupils to undergo school assessment and an analysis of their previous school's test results and if appropriate will be placed on the register.
- Pupils may be placed or taken off the register during the school year in consultation with Class Teacher and Subject Co-ordinator.

Register:

Children identified will be placed on a register and consultation will take place with the Gifted and talented co-ordinator, subject leaders and class teachers. Parents and children should also be consulted and their views taken into account. The register will be updated each term.

Organisational response

Quality First Teaching – linked to Rollesby Primary School's principles of strong teaching.

Provision for Gifted and talented children can be enhanced:

In Class Approach

- ✓ Enrichment and extension
- ✓ Working with others of like ability
- ✓ Differentiation
- ✓ Higher order questioning
- ✓ Challenge within subject areas
- ✓ Applying skills & understanding across curriculum areas
- ✓ Development of thinking skills (P4C/Student Choice)
- ✓ Subject peer mentor
- ✓ Modelling
- ✓ Circle Time
- ✓ Mindmapping

### Out of Class Approach

- ✓ Enrichment days or residentials
- ✓ Competitions
- ✓ Musical and sporting opportunities
- ✓ Working with outside agencies and specialists in workshops
- ✓ School clubs
- ✓ Peer Mediation
- ✓ School Council

### Wider Provision:

In helping to meet the needs of gifted and talented children the school will, where relevant, involve:

- ✓ The Educational Psychologist
- ✓ Subject Specialists
- ✓ Other local schools

### Partnership with Parents.

- ✓ Parents are informed of Gifted and talented children and kept up to date with progress during Parent Consultation evening.
- ✓ Parents are encouraged to keep school informed of out of school activities where their children display a gift or talent.

### Inclusion

Gifted and talented pupils have equal access to all aspects of the curriculum and school life. Pupils are encouraged to achieve in the subjects in which they are gifted or talented, without reducing the breadth of their curricula and personal experience of sporting activity or social times.

### Pupil Premium

Pupil Premium funding is money aimed at ensuring pupils achieve regardless of disadvantage.

The funding should be used by the school to meet the needs of individual children identified as being entitled to Free School meals.

Children identified as Gifted and talented should not in any way be excluded from the Pupil Premium funding. Provision – within Pupil Premium – is based solely on deprivation and not on academic, sporting or artistic ability.

At Rollesby Primary School & Nursery the Pupil Premium funding is used to ensure disadvantaged pupils who are Gifted and Talented continue to make good progress to support learning; overcoming barriers and provide a broad and varied extra-curricular programme.

Financial support will be made to ensure that children do not miss educational opportunities due to hardship. Money could be used to help talented children seek expert advice, teaching and coaching from outside the school.

Pupil Premium resources will be used to target more able children on free school meals to achieve higher levels of attainment.

### Monitoring and Evaluation

The Inclusion Leader, senior members of staff and subject co-ordinators will monitor and evaluated provision for Gifted and talented children through the schools monitoring process, including:

- ✓ Learning walks
- ✓ Planning moderation
- ✓ Book moderation
- ✓ Pupil interviews
- ✓ Data analysis
- ✓ Evaluation summaries

Monitoring outcomes and evaluation actions will be reported termly to the Governing Body. The Curriculum Committee of The Governing Body of Rollesby Primary School & Nursery have read and agreed this policy

Date: Summer 2018

Date of next review: Summer 2020