

# Mountfields Lodge Primary School



## Gifted and Talented Policy

**Aim High Reach for the Sky**

## Mountfields Lodge School Gifted and Talented Policy

### **Introduction**

Through our school vision we are committed to enabling all our children to become:

#### **Successful learners who:**

- Enjoy learning and are inspired to find out more
- Try their best/aim high and are proud of their achievements
- Make good progress and succeed
- Gain high levels of English, Maths and ICT
- Develop thinking, creativity and innovation skills

We aim to do this in an inspiring environment to which children contribute and where curiosity is fostered.

At Mountfields Lodge we believe all children are of equal worth and should have the opportunity to realise their potential. As such, and in line with national guidelines, this policy addresses the needs of pupils who are identified as Gifted and Talented. It is an integral part of the school's work to develop an inclusive environment in which all pupils can succeed.

### **Policy Development and Review**

This policy will be reviewed once every 3 years, or when DfE legislation requires a review, or when requested by staff, governors or parents.

### **Aims**

Specifically in relation to Gifted and Talented children this policy aims to:

- Identify Gifted and talented children throughout the curriculum
- Value and support Gifted and talented children.
- Provide opportunities within and outside the curriculum for Gifted and talented children to realise their potential.
- Undertake staff development and allocate resources to ensure effective provision for Gifted and talented children.

### **Definitions**

National policy refers to 'Gifted and Talented' learners, defining them as:

'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 children 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 pupils at the school.

Whilst children certainly have different abilities and we work with the above recommended proportions and terms, we plan to reconsider the phrase 'Gifted and Talented' in line with the current government review of Gifted and Talented education, as this is a term that we have found to be unhelpful in furthering our work in this area.

Gifted and Talented Policy January 2016

Within the school we recognise that Gifted and talented pupils can also be high achievers in a range of areas. We also recognise that those pupils who are Gifted and talented do not always show their ability to their full potential. Such pupils are Gifted and talented even though their abilities may be hidden or remain as potential.

### **Gifted**

Intellectual ability, showing an aptitude in one or more of: English, Mathematics, Science. Able to work significantly above the Year Group expectations.

### **More Able**

Intellectual ability, showing an aptitude in one or more of: English, Mathematics, Science above the expectation of the respective Year Group.

### **Talented**

Artistic, creative, practical or physical ability, showing an aptitude in one or more of: Art and Design, Music, Drama, Design and Technology, Mechanical Ingenuity, PE, Sports, Dance.

### **Identification**

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

- Teacher Assessment and results from summative tests.
- Teacher nomination (based on classroom observation, professional judgement, discussions with pupils, parents, work scrutiny)
- Expert nomination from sport coaches or teachers of music, art and the performing arts
- Representation in sports or music at county level or beyond.

**Whilst National Curriculum expectations offer a measurable factor in identifying Gifted and Talented children, they should only be used as part of identification – not as thresholds that children must reach to be classed as Gifted and Talented or the sole information used for deciding whether a child should be included on the G&T record.** Appendix 1 gives staff guidance on how National Curriculum expectations can be used when identifying Gifted and Talented children.

This information is collated by the Deputy Head.

The Gifted and Talented record is reviewed yearly and updated.

### **Gifted and Talented Record**

Age group leaders will keep a record of Gifted and Talented children in their age group and the Deputy Head will keep a whole school record.

Children may move onto or off the Gifted and Talented Record as appropriate during the course of their school life. However, teachers should be mindful of G&T pupils who are underachieving or not showing their true potential, ensuring they track their progress and provide appropriate opportunities.

From KS2, where children have been identified as Gifted and Talented, class teachers will at the October Parents Evening, discuss ways parents can support school in meeting their child's needs. Parents will also be informed that their child is on the Gifted and Talented record, by a letter. This letter will explain that children can move on or off the record, why their child has been identified as G&T and the criteria used to make these decisions. In KS1 the discussion and letter will be at the March Parents Evening. Foundation Stage children will be added to the G&T record as appropriate – generally in the Summer Term.

## **Organisational and in-class approaches**

Important strategies include:

- Careful consideration of pupil groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of Gifted and Talented pupils in some groups there will be pupils who have gifts and talents in all groups.
- The provision of opportunities for Gifted and Talented pupils to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with older pupils occasionally.
- Appropriate differentiation of teaching and learning activities in all areas for learning. Differentiation should provide activities requiring higher order thinking skills.
- The development of independent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical.
- Opportunities for children to contribute to the development of the curriculum and school life – through discussion and feedback (e.g. contributing to planning for themes in KS2)
- Mentoring and additional provision for pupils of exceptional ability.
- The provision of enrichment/extension activities and tasks.

### **Out of class activities**

The following are offered on a regular basis and, although these benefit a range of pupils, they are particularly apt for ensuring that pupils who have potential or have skills in these areas are given opportunities to practice and extend their skills.

- Enrichment days and experiences
- Residential experiences
- School clubs
- Musical and sporting activities.

There may also be out of class enrichment activities that are specifically for G&T children. We work in partnership with other schools and organisations to extend opportunities for G&T learners – e.g. maths Master Class at Loughborough Grammar School, LPAP Challenge group

### **Target Setting**

As part of the Whole School Target setting process (Steps to Success) all children are set targets in maths and writing which are at an appropriate level for them. As a result, Gifted and Talented children will be set targets in these areas that are relevant to their abilities.

### **Equal Opportunities Statement**

Teaching and learning in our school ensures that all children have appropriate opportunities to develop their own ideas and work regardless of ability, social and cultural background, religion, sexual orientation, physical or emotional needs.

In relation to Gifted and Talented pupils, we ensure they have access to all aspects of the curriculum and school life and they are encouraged to take a full part. We will encourage pupils to fulfil their potential in those subjects in which they are gifted or talented, without reducing the breadth of their curriculum and personal experience.

### **Responsibilities, Monitoring and Evaluation**

Class teachers are responsible for ensuring that provision, support and challenge meet the needs of G&T pupils in their class. They will track the progress of all pupils, including that of G&T children, to ensure that provision is appropriate.

Age Group leaders will use pupil tracking data, termly, to monitor the success of strategies implemented to support pupils in their learning and identify pupils who do not make expected progress.

The Deputy Head will maintain a whole school record for G&T and monitor overall provision for G&T children within school and report to the head teacher and governors when appropriate. They will also be responsible for ensuring the class teachers review children on the G&T record once a year.

Age Group leaders and the Deputy Head will advise on resources, enrichment opportunities and provide guidance, leadership in teaching and support the work of colleagues.

Learning walks, work scrutinies, questionnaires and evaluations by staff, children and parents, and governor visits to monitor aspects of school life are all ways that provision for G&T are monitored at Mountfields Lodge.

### **Staff Development**

Staff will be offered opportunities for training in providing an appropriate level of support and challenge for G&T children, as appropriate according to needs identified in the staff development plan.

**This policy should be read in conjunction with the following policies –**

Teaching and Learning

Inclusion

Assessment

Date: 5<sup>th</sup> January 2016

Review Date: January 2019

## **Appendix 1**

### **Using National Curriculum expectations in the Identification of Gifted and Talented Children**

During the Summer Term of each year please decide whether children should remain on the G&T Record, be removed or new children added using the following information:

- Teacher Assessment and summative test scores.
- Teacher nomination (based on classroom observation, professional judgement, discussions with pupils, parents, work scrutiny)
- Expert nomination from sport coaches or teachers of music, art and the performing arts
- Representation in sports or music at county level or beyond.

**Whilst National Curriculum expectations offer a measurable factor in identifying Gifted and Talented children, the table below should only be used as part of identification – not as thresholds that children must reach to be classed as Gifted and Talented or the sole information used for deciding whether a child should be included on the G&T record.**