

## **GIFTED & TALENTED POLICY**

We are committed to excellence and want every child to achieve their full potential and develop a lifelong love for learning in a stimulating and exciting environment.

We aim to provide a challenging and enriched curriculum that is appropriate to the needs and abilities of all our children. This will allow all children to develop higher order thinking skills and will also provide opportunities for more able children to work at their own level and pace, thus realising their potential.

We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. We support the development of the whole child and value all the special abilities demonstrated by our 'gifted' and 'talented' children.

We recognise that some children have special abilities and talents and that encouraging and nurturing these is our responsibility.

### **Aim**

Through this policy we aim to:

- Use a range of methods to recognise potential and identify gifted and talented children across a range of subjects;
- Recognise, and develop particular skills, aptitude and potential;
- Support the special abilities, talents and personal qualities of our pupils;
- Provide high quality, challenging and enjoyable teaching and learning opportunities;
- Develop learners' higher order thinking and questioning skills;
- Recognise under-achievement and to seek to remove it;
- Stimulate children through extra-curricular activities and curriculum enrichment;
- Train staff and to provide for these aims to be achieved;
- Have high expectations for achievement for all children.

We work in partnership with parents, staff, governors and the wider community to:

- Develop all abilities;
- Promote creative and logical thinking;
- Promote curiosity and enthusiasm;
- Develop self confidence and self-esteem;
- Encourage to think and work independently;
- Encourage respect and sensitivity for others
- Reward effort and achievement;
- Support our Islamic values and ethos.

The Gifted and Talented policy reflects the commitment of the school to support all children including the more able children.

## **Definition**

Children are defined as gifted and talented in areas of:

- General intellectual ability;
- Specific aptitude in one or more subjects;
- Leadership;
- Creative and performing arts.

The term 'gifted' refers to a child who has a broad range of achievement at a very high level. Those children who are gifted often have very well-developed learning skills. The term 'talented' refers to a child who excels in one or more specific fields, such as sport, Art, or music, but who does not perform at a high level across all areas of learning.

## **Identification of more able and very able children**

We use a range of strategies to identify pupils with more able and very able children. The identification process is ongoing and begins when the child joins our school. Each child's pre-school record gives details of their achievements and interests areas. Discussions with parents/carers will enable us to add further details to these records.

Children undergo baseline assessment within the first half-term of joining our reception class. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's baseline assessment information with the parent, and use this information when planning for individual needs.

As children progress through the school, we test and assess them on a regular basis to ensure that they are making the sort of progress that we are expecting of them in their personal targets. We identify them as more able and very able children when they achieve high levels of attainment across the curriculum, or in particular skills or aspects of subjects.

The school seeks to provide an enriched curriculum for all children. Through this and through teacher observation it will be possible to identify the most able. More able children may display all or some of the following characteristics:

- Good memory and quick grasp of concepts;
- Use of wide vocabulary;
- Expressive ability;
- Abstract thinking;
- Creativity skills;
- Persistence.

On the other hand, more able children may not always show their abilities and talents in the way we expect them to. They may withdraw into a world of their own, exhibit poor social skills, show poor motivation, disguise their ability to avoid peer jealousy, have poor co-ordination skills or not present their work legibly.

## **Aptitudes in English and mathematics**

More able and very able children in English are identified when they:

- Demonstrate high levels of fluency and originality in their conversation;
- Use research skills effectively to synthesise information;
- Enjoy reading and respond to a range of texts at an advanced level;
- Use a wide vocabulary and enjoy working with words;
- See issues from a range of perspectives;
- Possess a creative and productive mind and use advanced skills when engaged in discussion.

More able and very able children in mathematics are identified when they:

- Explore a range of strategies for solving a problem;
- Are naturally curious when working with numbers and investigating problems;
- See solutions quickly Without needing to try a range of options;
- Look beyond the question to hypothesise and explain;
- Work flexibly and establish their own strategies;
- Enjoy manipulating numbers in a variety of ways.

## **Teaching and learning style**

Teachers in our school plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- A common activity that allows the children to respond at their own level;
- An enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- An individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- The opportunity for children to progress through their work at their own rate of learning.

## **Class work**

Enrichment/extension work is 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. This can be made possible by group work, or using setting. Differentiation should provide activities requiring higher order thinking skills. Gifted children need to be challenged. The role of the teacher is vital in challenging the thinking of the gifted child.

Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children.

The children also can experience a range of educational visits that further enrich and develop learning.

## **Provision**

Children are encouraged to reflect on their own learning and to become self-motivated learners. Planning reflects a combination of both extension and enrichment activities.

Extension activities increase the range and depth of the children's knowledge, understanding and skills by moving them forward to the next steps at an appropriate pace.

Enrichment activities add fullness and enhance a deeper meaning to the children's existing knowledge.

### **Management strategies**

SMT will co-ordinate the provision and practice within the school for gifted and talented children. The SMT's role includes:

- Monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken across all curriculum areas;
- Regularly reviewing the teaching arrangements for the more able children;
- Monitoring progress through frequent discussions with teachers;
- Supporting staff in the identification of more able children;
- Providing advice and support to staff on teaching and learning strategies;
- Liaising with parents, governors and LEA officers.

SMT monitors this policy on a regular basis and give feedback to the governing body. The monitoring includes feedback from parents and children, as well as regular classroom observations of teaching and learning, and termly evaluations of children's written work.