

# Cavendish Primary School



## **Gifted and Talented Policy**

**Autumn 2007**

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### **Introduction**

Our school aims to provide a challenging and enriched curriculum to all children. 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 recognise that some children have special abilities and talents and that nurturing these is our responsibility. We therefore support the needs of those children in our school who have been identified as 'gifted and talented' according to national guidelines.

In the DfES guidelines the term 'gifted' refers to a child who has a broad range of achievement at a very high level: 'able in one or more subjects in the statutory school curriculum other than art, music and P.E.'. Those children who are gifted often have very well-developed learning skills. The term 'talented' refers to a child who is 'able in art, music, P.E. or in sport or creative art' but who does not necessarily perform at a high level across all areas of learning.

The Government's 'Excellence in Cities' defines 5 -10 per cent of a school's pupil cohort as 'gifted and talented': 66% of whom are gifted, 33% talented.

### **Identification of 'gifted and talented' children**

We use a range of strategies to identify 'gifted and talented' children. The identification process is ongoing and begins when the child joins our school.

There are many ways teachers can identify pupils as 'gifted and talented'. These may include:

- Teacher observation and assessment
- Information received from previous class / school
- Information from parents
- Tests e.g. SATs results, Baseline tests, NFER tests
- Checklists
- Recognition of achievements outside school, e.g. in Music, Sport

Gifted and Talented children may display some or all of the following characteristics:

- Good memory
- Quick grasp of concepts, lateral thinking
- Wide vocabulary
- Expressive ability
- Abstract thinking
- Skills of analysis
- Creativity
- Persistence

(See also DfES and other guidance on Literacy, Numeracy and other curriculum areas)

### **Identifying Under Achieving 'Gifted and Talented' Pupils**

Gifted and Talented children may not always show their abilities and talents in ways we expect them to. We need to be aware that these children may:

- Withdraw into a world of their own
- Exhibit poor social skills
- Show poor motivation
- Disguise their ability to avoid peer group teasing or jealousy
- Have poor co-ordination skills
- Not present their work legibly
- Have English as an additional language

The school has a list of identified 'gifted and talented' pupils which is regularly reviewed and updated by teaching staff, at least once a year. Pupils may be added to the list at any time but pupils may also be taken off the list if they are no longer considered to be 'gifted and talented'.

For example, an able pupil identified in Year R may be 'overtaken' in achievement by other pupils in subsequent years.

### **Curriculum Provision**

We offer a differentiated curriculum for all children. A curriculum, which offers and invites challenge, can be achieved in a variety of ways including:

- **Broadening:** going beyond the prescribed curriculum – sideways. For example through enrichment, extended time for work.
- **Deepening:** increasing the challenge within the prescribed curriculum, e.g. using higher order thinking skills.
- **Acceleration:** covering the same work as everyone else but in a shorter period of time.
- **Reflection:** reflecting on and evaluating what has been achieved, making understanding explicit. (Could use plenary).
- **Independence:** pupils working independently, setting own tasks, extending ideas on their own.

These activities can be used to help identify as well as to provide for 'gifted and talented' children.

In addition, occasional extra provision may be offered to 'gifted and talented' pupils in school, e.g. in Music, or through opportunities provided by the local authority through Excellence in Cities, e.g. Debating, Mystery Writing, Maths enrichment.

### **Inclusion**

All pupils, regardless of their age, gender, ethnicity or disability will be considered for identification as 'gifted and talented' and considered for 'gifted and talented' provision, as above. (See also Inclusion Policy and Equality Schemes)

### **Management strategies**

One teacher co-ordinates the provision and practice within the school for 'gifted and talented' children. The co-ordinator's role includes:

- Keeping a school list of pupils identified as 'gifted and talented'
- Monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by 'gifted and talented' children
- Monitoring the progress of 'gifted and talented' children
- Identifying staff INSET needs
- Informing staff of current initiatives and research
- Sharing good practice and ideas with staff
- Keeping and updating resources
- Liaising with curriculum co-ordinators to identify and provide provision for 'gifted and talented' pupils in different areas of the curriculum.
- Liaising with the school's curriculum co-ordinators to monitor progress of 'gifted and talented' pupils in different areas of the curriculum, e.g. through work sampling.
- Monitoring progress of 'gifted and talented' pupils in the core areas of the curriculum, through Target Tracker.
- Liaising with the school's Senior Management Team, governors and LEA advisors on issues related to 'gifted and talented' children.

### **Resources**

The school's resources will include portfolios of ideas and commercially produced material. These may be kept in a central area e.g. with the Co-ordinator or with individual curriculum resources. In addition school resources, including ICT, may be used for research or self-study.

### **Monitoring of Policy**

This policy will be reviewed in the Autumn Term 2009.

**Written and updated by:** Anna Coleman, Gifted and Talented Co-ordinator  
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