



Rationale

Our centre values all children equally and endeavours to ensure that each child should have the opportunity to realise his/her potential in a challenging and supportive environment.

The centre 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 successes. Research has shown that by making provision for gifted, talented, the standards of achievement are raised for all pupils.

Our definition of ability recognises academic and practical performance as well as those who show outstanding artistic, musical and creative talent, physical skills, leadership qualities and the ability to process ideas and information. It also recognises that a child may possess this potential although performance may not currently reflect this.

Aims

The aim of this document is to ensure a consistent approach to the identification and support of the gifted/talented child through:

- An agreed, shared definition of the terms "more able", "gifted", "talented"
- Identification of talented or gifted pupils as early as possible
- Identification by the use of objective assessment measures
- Meeting pupils' needs with a range of appropriate strategies
- Raising staff awareness of the range of strategies available to them
- Providing access to a suitably differentiated and challenging curriculum
- An emphasis on creating opportunities for pupils to identify their gifts and talents and for abilities to flourish
- Fostering a culture of achievement by creating a climate of learning and excellence throughout the centre
- Promoting opportunities for disadvantaged learners
- Working in partnership with parents/carers to help them promote children's learning and development
- Making use of links with other centres and the wider community to enhance learning opportunities
- Appointing a Gifted and Talented Co-ordinator to co-ordinate the above

What does gifted and talented mean for Centre?

The Qualifications and Curriculum Authority defines gifted and talented as: "Gifted and talented pupils are those that well exceed the expectations for their age group, either in all subjects or just one. The gifted and talented are a diverse group and their range of attainment will be varied, some do well in statutory national curriculum tests or national qualifications. However, being gifted and talented covers much more than the ability to succeed in tests and examinations. Therefore, it is impossible to set one way of identifying gifted and talented pupils." 'Gifted' generally refers to the top 5% of the centre population in academic subjects and 'talented' to the top 5% in other subjects. 'More able' pupils refers to the expected performance of children within a particular year group that are working above average. Every class is differentiated to meet the needs of all children including a 'more able' group. This 'more able' group will include the one or two pupils who are identified as 'gifted' or 'talented' or more rarely 'exceptionally able' or 'genius'.

Challenging the 'gifted' child:

- Problem solving and investigation to develop reasoning and thinking skills
- Use and model open-ended questions and tasks
- Introduce elements of competition within and outside peer group
- Competition against self through target setting

- Opportunities for creative and productive thinking



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There is a wide range of identification strategies available to assist centres. It is important to note that no single process should be used in isolation. The identification process needs to be ongoing. In the case of

children with Dual or multiple exceptionalities the class teacher should liaise closely with the inclusion manager as assessments may need to be tailored to meet the specific needs of the child.

Identification is usually made by:

- Teacher nomination
- Reports from previous centres
- Test results/teacher assessments
- Pupil's work
- Parental information
- Peer/self nomination
- Checklists of characteristics - generic and subject-specific
- Information provided by external agencies (e.g. sports organisations, music tutors, etc) Assessment methods
- Benchmark tests/assessments – end of key stage tests, optional SATS, NFER, etc
- Teacher observation
- Cognitive Abilities Tests
- In-house subject tests or assessments
- Response to increased challenge
- Provision of opportunity
- Response from external agency

Once identified the class teacher will work alongside the Gifted and Talented Co-ordinator to validate this nomination with assessment data. If agreed that the criteria are met, the child's name is entered in the G&T register and parents/carers may be invited to the centre to discuss ways in which the child's needs can be met and how they can be supported.

Modes of Working

The class teacher will:

- Agree, plan and implement appropriate provision
- Record strategies to be used
- Include provision in medium & short term plans, as appropriate
- Review provision regularly
- Make the teacher aware of the assessment data required
- Collate the assessment materials and results
- Contact parents and keep them informed
- Maintain the G&T register and update annually
- Review provision on a regular basis
- Liaise with the Manager
- Review the effectiveness of the policy
- Assess/gather data to support the nomination
- It is the role of the Gifted and Talented Co-ordinator to:
- Liaise with class teachers
- Take steps to liaise with year group colleagues and identify 'gifted' and 'talented' pupils across their year groups
- Liaise with the Gifted and Talented Co-ordinator and parents/carers throughout the time the pupil is in their class
- Work with the teacher to support the pupil and plan provision
- Work with all parties to decide upon the strategies to be used to maximise learning and development

Extending and enriching the curriculum:

- Visiting experts and range of materials and resources
- Visits/workshops from poets, writers, artists, musicians etc.
- Use of subject specialists
- Use of additional support, TA's, other adults, for one to one or group work to extend child in a specific area (social or academic)
- Links with outside agencies (music tuition, sports coaches, etc.)
- Clubs at lunchtime or after centre, covering academic as well as other activities
- Participation in special competitions
- Enrichment sessions during the centre year
- Activities with other centres within the Tonbridge Partnership or Local Learning Network of centres



• Contribution of the enrichment activities provided by outside associations and organisations

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Where a child is gifted or talented in one or more areas, they will be supported with high expectations

and planning within the classroom. Teachers should seek to use a variety of techniques and strategies to provide for the 'gifted' child. Outside agencies or secondary centres may be contacted to provide these pupils with more opportunity to pursue work at their own level.

Planning for the 'gifted' child:

- Identifying provision for 'gifted' and 'talented' pupils in subject policies and plans
- Identifying clear stages of development in schemes of work
- Planning a differentiated curriculum with a balance of whole class, group and individual teaching
- Restructuring class organisation or pupil grouping, e.g. setting
- Setting differentiated homework
- Differentiation through pace, task, dialogue, support, outcome, resource, content and/or responsibility
- Planning a variety of extension and enrichment activities

Provision outside Centre

The most effective support the centre can provide to parents of 'gifted' and 'talented' children is via open communication of information about progress and strategies adopted.

The centre will need to make use of:

- Subject specialists
- Visiting experts
- Specialist clubs and societies
- National Associations
- The Internet

Continuity and Progression

- Information on pupils is provided on transfer between classes
- Information on pupils is provided on transfer between centres

Monitoring, Assessment and Evaluation

Student achievements will be monitored and evaluated.

This process will include:

- Regular observation and recording of progress across the curriculum
- Encouraging pupils to assess and review their own performance
- Valuing out of centre achievements
- Intervention activities to prevent underachievement

Named Coordinator and Named Governor

- The Co-ordinator for our centre is
- A named governor has responsibility to ensure that gifted and talented is always on the agenda for teaching, learning and centre management. For our centre the named Governor is:

Continuing Professional Development

- Regular training for Co-ordinators and Governor
- Appropriate in-service training for all staff
- Involvement in partnership co-ordinator meetings and training initiatives

Process for Development and Review

- The centre has an action plan to support the implementation of this policy with clearly identified monitoring and evaluation opportunities
- Our commitment to support the gifted and talented pupils is reflected in our Centre Development Plan
- This policy and the success of the centre's provision for the 'gifted and talented' pupils will be reviewed annually by the Gifted and Talented Coordinator /Manager