

THOMAS RUSSELL INFANTS' SCHOOL

Gifted and Talented Policy

1 Introduction

1.1 At Thomas Russell Infants' School we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our learning and teaching in such a way that we enable each child to reach for the highest level of personal achievement. This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified as 'gifted' and 'talented' according to national guidelines.

1.2 In these guidelines the term 'gifted' refers to a child who has a broad range of achievement at a very high level. Children who are gifted often have very well-developed learning skills. It refers to a small minority who are capable of functioning at a level well beyond their year group.

1.3 The term 'talented' refers to a child who excels in one or more specific fields, such as sport or music, but who does not perform at a high level across all areas of learning.

1.4 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. We also recognise that those pupils who are gifted and talented do not always show their ability. Such pupils are gifted and talented even though their abilities may be hidden or remain as potential.

1.5 We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills,

understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

1.6 The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our gifted and talented children.

2 Aims and objectives

2.1 Through this policy we aim to:

- ensure that we recognise and support the needs of our children;
- enable children to develop to their full potential;
- offer children opportunities to generate their own learning;
- ensure that we challenge and extend the children through the work that we set them;
- encourage children to think and work independently.

3 Identification and progress of gifted and talented children

3.1 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. Each child's pre-school record gives details of their achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records. We can refer to checklists of characteristic features.

3.2 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.

3.3 The class teacher's ongoing teacher assessments provide information to enable the teacher to differentiate the learning to match the needs of all learners and ensure the correct level of challenge is offered.

3.6 Teachers make regular assessments of each child's progress in all subjects of the National Curriculum. The children undertake national tests in Year 2 for reading, writing and maths and for Year 1 phonics. We compare the information from these tests with a range of national and LEA data, in order to ensure that each child is making appropriate progress.

4 Aptitude in Literacy and Mathematics

4.1 Gifted and talented 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.

4.2 Gifted and talented 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 in order to hypothesise and explain;
- work flexibly and establish their own strategies;
- enjoy manipulating numbers in a variety of ways.

Please note a child with a specific learning difficulty may be gifted or talented and this is considered.

5. Organisational and in-class approaches

Important strategies include:

- The coherent management of pupil groupings (whether in mixed ability groups or ability sets).
- 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.
- Mentoring and additional provision for pupils of exceptional ability.
- The provision of enrichment/extension activities and tasks.
- Differentiation within subject areas.
- The development of independent learning by allowing pupils to organize their own work, to carry out tasks unaided, evaluate their work and become self-critical.

6. Out of class activities

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

- Enrichment days
- School clubs

- Musical and sporting activities.

7. Co-ordination and monitoring

The gifted and talented co-ordinator has overall responsibility for

- (i) ensuring that the policy is implemented
- (ii) co-ordinating the monitoring of progress
- (iii) ensuring that the professional development programme includes relevant aspects of gifted and talented provision.

Reviewed February 2015

Next Review February 2016

Signed:

Date: