

St Lawrence C of E (Aided) Junior School

Gifted and Talented Policy

	Reviewed	September 2022
	Next Review	September 2025

Rationale

At St Lawrence School we believe in providing high quality education for all our children which will enable them to develop a love of learning and reach their maximum potential.

We endeavour to create a safe, learning environment where our children will be encouraged to develop their academic, physical, spiritual and emotional capabilities.

Aims

At St Lawrence the staff aim to:

- Build the self-esteem of all children
- Enable every child to achieve their potential
- Ensure that all children, regardless of ethnicity, ability or gender, have access to a broad and balanced curriculum through the National Curriculum
- Foster respect for each other, themselves and other members of our school community
- Involve children in their own learning and assessment of their progress
- Ensure that the Headteacher and Governors have an overview of the provision made within school.

In order to meet the aims outlined above, the staff at St Lawrence will:

1. Identify those children who are gifted or talented in specific areas
2. Provide a suitably differentiated and challenging curriculum in their area
3. Offer opportunities which encourage a commitment to life-long learning, effective thinking skills and the ability to work in a team
4. Monitor and evaluate the children's progress.

Definition of gifted and talented

There is no definitive definition of what being gifted and talented means. The DfE defines gifted and talented learners as:

“Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).”

There are many definitions of 'gifted and talented'. The terms 'gifted' and 'talented' are defined by the DfE as follows:

Gifted – the top 5-10% of pupils per school as measured by actual or potential achievement in the main curriculum subjects.

Talented – the top 5-10% of pupils per school as measured by actual or potential achievement in the subjects of Art, Music and PE

Within the school we recognise that gifted and talented pupils can be:

- good all-rounders
- high achievers in one area
- of high ability but have poor writing skills

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.

Identification of gifted and talented pupils

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

- Test scores (end of key stage levels; CAT scores; NVRQ scores)
- Teacher nomination (based on classroom observation, discussions with pupils, work scrutiny)
- Peer or self-nomination
- Parental nomination (based on factual evidence)
- Predicted test / examination results
- Reading ages

This information is collated by the gifted and talented co-ordinator and the assessment co-ordinator and is made available to all staff. The gifted and talented register is regularly reviewed and updated.

Meeting the children's' needs

All children are entitled to a broad and balanced curriculum, and at St Lawrence we aim to offer excellence and choice to all our children whatever their ability or need. The curriculum is differentiated to enable children to enjoy their learning and experience success and achievement.

A register of children who are deemed to be gifted or talented will be compiled. The register allows the school to track their progress. It is not set in stone and children can be put on and taken off as needed.

Children who are on the G&T register can also be on the SEN register. The register can include children who show a gift or talent outside school.

Teachers will use a range of strategies to meet the needs of all children and their different learning styles. Lessons will have clear learning intentions and success criteria. There will be continuing teacher assessment to inform the next stage of learning.

Important strategies include:

- The provision of opportunities for gifted and talented pupils to work with pupils of similar ability. This will mean that it may be appropriate for pupils to work with older pupils when necessary
- The provision of enrichment/extension activities and tasks
- Differentiation within subject areas
- 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.

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

Staffing

Training for staff in the areas of identifying and supporting children who are gifted or talented will be carried out through staff meetings led by the gifted and Talented Co-ordinator or by another professional from an outside agency. Teachers are made aware of training courses which may enhance their teaching to meet the needs of all children. The school has membership of Potential Plus UK (NAGC - National Association of Gifted Children) and NACE (National Association for Able Children in Education).

Co-ordination and monitoring

The gifted and talented co-ordinator has overall responsibility for:

- ensuring that the policy is implemented
- co-ordinating the monitoring of progress of gifted and talented pupils
- ensuring that the professional development programme includes relevant aspects of gifted and talented provision
- keeping the G&T register updated

This policy will be reviewed on by the gifted and talented co-ordinator in conjunction with the named governor for gifted and talented.

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