

# LANDYWOOD PRIMARY SCHOOL



## **GIFTED & TALENTED POLICY**

**JUNE 2016**

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## **GIFTED AND TALENTED POLICY**

### **INTRODUCTION**

At Landywood, we believe in providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. The purpose of this policy is to help to ensure that we recognise and support the needs of those children in our school who have been identified as 'gifted' and/or 'talented' according to national guidelines.

In the national guidelines, the terms are distinguished as follows:

**Gifted** refers to a child who demonstrates exceptional ability in one or more subject areas, achieving at a level well above average for their age, typically in the more academic subjects. These pupils represent 0.5% of the national population.

**Talented** refers to a child who demonstrates exceptional ability in one or more areas of the arts, ie, music, drama, art/design or sport.

Approximately 10 per cent of the children in our school will be considered as gifted and/or talented. Provision will be made for these children within the normal class teaching, but sometimes we will provide enrichment or extension activities to promote their skills and talents still further.

### **AIMS AND OBJECTIVES**

Our aims are to:

- ensure that we recognise and support the needs of all 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.

### **IDENTIFICATION OF G&T CHILDREN**

We use a range of strategies to identify gifted and/or talented children. The identification process begins when the child joins our school and is on-going throughout a child's time at Landywood.

The process will include information from a range of sources including:

- Analysis of information gathered during the visits undertaken in preparation for entering school;
- observations of children, particularly during the Early Years Foundation Stage;
- analysis of ongoing work, formal and informal assessments (National Tests in Yr2 and Yr6, data, optional tests, teacher assessment)
- teacher identification through on-going observations and pupil progress meetings;
- peer, parent or self nomination;
- identification by outside agencies (e.g. after school dance, football clubs, etc).

If a child is placed on the G&T register the parents will be notified and regularly updated.

### **TEACHING AND LEARNING**

Our teachers 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, such as by providing:

- a common activity that allows the children to respond at their own levels;
- 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.

Children are familiarised with a variety of organisational strategies as they move through the school. These strategies can be used by all children, but give due scope to higher achievers.

We offer a range of extra-curricular activities for our children. These activities offer higher achievers the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting clubs.

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 will also have the opportunity to experience a range of educational visits and residential that further enrich and develop learning.

### **MANAGEMENT**

There is a nominated member of the Leadership Team, the Inclusion Leader, who co-ordinates the provision and practice within the school for G&T children.

The role includes:

- keeping and maintaining an up to date register of G&T children;
- supporting staff in the identification of these children;
- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken across all curriculum areas by the higher achievers;
- regularly reviewing the teaching arrangements for these particular children;
- monitoring their progress through termly discussions with teachers;
- providing advice and support to staff on teaching and learning strategies;
- liaising with parents, governors and LA officers on related issues.

### **THE NATIONAL ASSOCIATION FOR GIFTED CHILDREN (NAGC)**

The NAGC has developed ten principles of good practice for schools.

They are:

1. *Flexibility in meeting needs*
2. *Valuing diversity, dealing with underachievement*
3. *A partnership with pupils and parents*
4. *The leadership of the Headteacher and Senior Team*
5. *Regular observation and review with early and prompt intervention*
6. *High teacher expectations*
7. *Positive attitudes by teachers who are prepared to "Go the extra mile"*
8. *Close primary/secondary liaison*
9. *Good use of external resources*
10. *The absence of labels, working to the child's strengths.*

At Landywood, we will try to adhere to these principles in daily school life.

### **EVALUATION**

This policy will be reviewed under our Governors policy review cycle. From time to time, parents of G&T children will be consulted on progress and achievement.

**Signed :** \_\_\_\_\_  
**(Chair of Governor)**

**Date :** \_\_\_\_\_

**Landywood Primary School**  
**G&T Identification Form**

Nomination type (please circle): Teacher / Parent / Self / Other

Name of Child:		Year Group:	
Age of Child:		Class:	
		Teacher:	
<b>Gifted</b>		<b>Talented</b>	
(EYFS need to be achieving at least 3 profile points above the national average age expectation. Yrs 1 to 6 need to be achieving above age expectation).		(Child known to be performing at high level and has the potential to play at county level or beyond in sport, or demonstrates significantly high levels of creativity, musical or sporting talent compared to others in year group).	
Methods of identification used:		Methods of identification used:	
Assessment		Observation	
Class Work		Class work	
Other additional evidence		Conversation with parents	
		Other additional evidence	
Mathematical ability		Art / D&T	
English, language and communication		Performing Arts (inc. Dance)	
Other (please write):		Sport	

Please attach any evidence that supports your judgement i.e photographs, photocopied class work, certificates,

