



Community First Academy Trust

Gifted and Talented Policy

Community First Academy Trust
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ADOPTED AT THE MEETING OF THE LOCAL ACADEMY BOARD

CHAIR OF BOARD: Mr M Farrell

Date: September 2018

Planned Review Date: September 2020

Gifted and Talented Children Policy

(see also Inclusion; Teaching and Learning)

1 Introduction

- 1.1 At Platt Bridge Community School we provide 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.
- 1.2 In the national guidelines, the terms are distinguished as follows:
- 'gifted' refers to a child who has a broad range of achievement at a level well above average, typically in the more academic subjects;
 - 'talented' refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.
- 1.3 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.

2 Aims and objectives

- 2.1 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 develop independent learning strategies;
 - ensure that we challenge and extend the children through the work that we set them;
 - encourage children to think and work independently;
 - Develop an interest in and love for all aspects of development for academic and personal growth

3 Identification of gifted and talented children

- 3.1 Children undergo a number of assessments within the Early Years phase which give information about their developing skills and aptitudes across areas of learning.
- 3.2 As the children progress through the school, we assess them regularly to ensure that they are making good levels of progress both academically and personally.
- 3.3 Each teacher regularly reviews the children's progress and records this in the agreed School documentation. Teachers discuss the children's progress with parents and carers at the termly consultation evenings, and report annually on each child's progress.

4 Aptitudes in English and mathematics

- 4.1 Gifted children in English are identified when they:
- demonstrate relatively high levels of fluency and originality in their conversation;
 - use research skills more effectively to synthesise information;
 - enjoy reading, and respond to a range of texts at a more advanced level;
 - use a wider vocabulary, and enjoy working with words;
 - see issues from a broader range of perspectives;
 - use more advanced skills when engaged in discussion.
- 4.2 Gifted children in mathematics are identified when they:
- explore a broader range of strategies for solving a problem;
 - are more curious when working with numbers and investigating problems;
 - see solutions more quickly, without needing to try all the options;

- look beyond the question in order to hypothesise and explain;
- work more flexibly, and establish their own strategies;
- enjoy manipulating numbers.

5 Teaching and learning

- 5.1 The school's Teaching and Learning policy outlines in detail the school's approach to the learning of all our pupils.
- 5.2 Where children show a higher level of academic ability, their knowledge and understanding will be deepened and broadened using "Bloom's" approaches.
- 5.3 Where appropriate school will support or facilitate the provision of additional tuition and teaching by experts from outside the school, for example music teachers.
- 5.4 Where children's talents are pursued and developed predominantly outside the school (such as sports clubs or home tuition) staff will encourage and celebrate achievements whenever the opportunity arises.

6 Management strategies

- 6.1 Within school we will:
- keep a record of gifted and/or talented pupils;
 - monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken across curriculum areas by the higher achievers;
 - monitoring progress through termly discussions with teachers;
 - providing advice and support to staff on identification and teaching and learning strategies;
 - liaising with parents and carers, governors and LA officers on related issues.

7 Monitoring and review

- 7.1 The local governing body monitor and support the school's efforts to help gifted and /or talented pupils to reach their full potential.
- 7.2 This policy will be reviewed every two years, or earlier if necessary.

Signed:

Date: