



**Wragby Primary School**

**Gifted and Talented policy**

## **Gifted and Talented Policy**

Wragby Primary School is a stimulating, happy, positive and exciting learning environment where everybody is inspired to work together and reach their full potential. We believe that there may be gifted and talented children (such as very high attainers and very high achievers) in all our classes and it is our responsibility as teachers to enable the potential of each to be fulfilled.

### **Definition of gifted and talented pupils**

Gifted and talented children are those who achieve, or have the capacity to achieve, significantly above average for a pupil in their year group.

In defining what is meant by the term 'gifted and talented', we have adopted the following definitions:

- those who show an exceptional ability. This might be in areas such as music, art or sport, or a less easily acknowledged talent such as leadership, creative imagination or social maturity.
- those pupils who possess a general academic learning ability which is significantly greater than those of their peers.
- It is recognised that some children may have dual exceptionality.
- 'All rounders' are children who are both gifted and talented.

### **Rationale for Gifted and Talented provision**

The DFE requires all schools to identify approximately 5-10% of its pupils as being gifted or talented. At Wragby Primary School we endorse this for the following reasons:

- Improved learning: A school focus on gifted and talented pupils invariably leads to improved teaching and learning both in and outside the classroom through more challenging and engaging activities.
- Raised achievement: Overall standards rise because all pupils benefit from these improvements to teaching and learning.
- Equality: Every pupil has an entitlement to have his/her needs met by the school, no matter what his/her ability. All young people will be treated equally.
- Investment in the future: It is crucial to devise an effective identification policy that caters for both high achievers and potential high achievers.

### **Aims of the Gifted and Talented Policy**

At Wragby Primary School, we have the following aims:

1. To create a robust strategy that effectively identifies approximately 5-10% of pupils as gifted and talented.
2. To provide all learners with an education matched to their individual learning needs.
3. To encourage in our school, an ethos that ensures that we focus on effective teaching and learning.

4. To develop depth and breadth of opportunity which also recognises the social and emotional needs of gifted and talented pupils.

### **Identification and assessment**

Our identification of pupils as gifted or talented is a judgement which applies only to the current context and level of performance of the pupil. This means that a child may be showing ability in a particular area at a particular time.

We identify 5-10% of our pupils as being the most gifted and talented children in the school, and log these on the Gifted and Talented Register. It may arise that a child is identified in the top 5-10% in our school but on transfer to a different school no longer falls into that band of ability and is therefore no longer on the school's Gifted and Talented Register. However, opportunities for working at greater depth are part of every-day teaching.

At Wragby Primary School, we use the following methods of identification and assessments:

- observations of how children learn
- analysis of pupils' work
- teacher assessments
- statutory assessments, optional test results and other summative assessments
- pupils' rates of progress as indicated by pupil tracking information
- information from other members of staff
- information from parents
- information from external agencies e.g. music service;
- discussions with the child

### **Teaching and learning**

We recognise that what happens in the classroom, in every lesson, on every day lies at the heart of the provision for Gifted and Talented pupils, and that this is the direct responsibility of every class teacher. Classrooms should be places where learners are inspired, encouraged and challenged to question, speculate and hypothesise.

To provide appropriately for our gifted and talented children, our teachers will provide a curriculum that:

- is broad and available to all learners;
- includes opportunities for open-ended and problem-solving activities;
- stretches the most able children and allows them to develop mastery in what they can do;
- provides breadth and range of learning experiences;
- develops a range of learning styles.

In our day to day teaching, we will:

- provide opportunities for problem-solving, hypothesising and developing thinking skills;
- use a range of teaching and learning strategies;
- have high expectations of all pupils;

- provide rigorous and constructive feedback to pupils on their work;
- use groupings flexibly;
- use appropriate resources to stretch and challenge able pupils;
- encourage pupils to take risks, to play with ideas and to regard all answers, whether right or wrong, as productive opportunities for learning;
- encourage children to become independent learners and take responsibility for their own learning.
- Engage children by allowing them, where possible, to lead their learning.

### **Enrichment and Extension**

Wragby Primary School offers a topic based curriculum that encourages child led and enquiry based learning. Immersive environments promote a love for learning and a desire to discover more. Enrichment allows the child the opportunity to work at a deeper or more complex level (mastery). Challenging questions (see Bloom's Taxonomy) might further stimulate the child and may lead to a deeper understanding of a subject/topic.

For example:

*'What would happen if...'*

*'Why would you think that is the case?'*

*'Why do you think that the author chose to end the book in that way?'*

Children's performance in activities at home or out of school should also be recognised.

### **Other provision**

In addition to formal lessons, we provide other opportunities for pupils with particular talents and abilities:

- A range of extra-curricular activities that enable all learners to develop their particular talents, e.g. sport, art, craft club, science club, recorder club and opportunities to learn musical instruments. Classes make school visits or trips, with the Year 5 PGL residential and Year 6 Scarborough residential trip being particularly popular.
- Access to school resources e.g. library, ICT, art to allow learners to follow and develop particular interests.

Every class teacher will:

- Organise, where appropriate, a range of visits and visitors to further enhance the curriculum and extend gifted and talented pupils e.g. theatre groups, artists, dramatic performers, authors and so on
- Enrichment lessons in literacy and mathematics for the most able children
- Offer opportunities to take part in activities organised by outside agencies such as cross-phase working with secondary schools, attending holiday clubs at secondary settings, sporting and other organised events within Learning Community

### **Roles and Responsibilities**

#### **Role of the Head teacher**

The head teacher will monitor teaching, learning and provision to ensure that:

- the curriculum meets the needs of individual learners, including those who are gifted and talented;
- gifted and talented children achieve in line with their potential;
- sufficient resources, support, training and status are provided to the gifted and talented coordinator;
- there is a whole school commitment to, and support for, gifted and talented learners;
- there is a school policy for gifted and talented that provides a clear framework for subject policies or guidelines;
- that the register of gifted and talented pupils is updated regularly.

### **Role of the Coordinator**

The co-ordinator will:

- ensure that the policy is put into practice and is regularly reviewed;
- keep up-to-date with current developments and advice on supporting gifted and talented children;
- support subject leaders to meet the needs of gifted and talented children;
- support individual teachers to identify gifted and talented children in their class;
- liaise with other schools
- liaise with parents/carers and outside agencies to secure the best possible provision for each pupil.

### **Role of the class teacher**

Every class teacher will:

- assist in the identification of gifted and talented children within their class;
- ensure that the needs of gifted and talented children are identified and met in the delivery of lessons.

### **Liaison with Parents**

We believe it is essential to work closely with parents to support the development of all our children. In particular, we will:

- ask parents to identify their child's special talents and abilities informally or during more formal consultations with parents e.g. parent's evening
- notify staff of any special achievements out of school
- liaise with parents about how they might support their children outside school
- signpost external providers

### **Monitoring and evaluation**

The Head teacher and SENDCo are responsible for the monitoring and the implementation of the policy, in particular, that:

- The policy is reviewed regularly according to the rolling programme.
- The register is reviewed regularly
- The achievement of every pupil, including those who are gifted and/or talented, is reviewed termly.

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