



**HANNAH MORE**  
PRIMARY SCHOOL

**Policy Title:** Gifted and Talented Policy

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**Date Ratified by Governors:**

**Effective From:**

**Date for Renewal:** 12.2013

**Signed by the Headteacher:**

**Policy Structure:**

1. *Rationale*
2. *Definition*
3. *Roles and Responsibilities*
4. *Organisation*
5. *Monitoring and Evaluation*
6. *Additional Notes and Guidance*

## 1. Rationale:

The 2005 White Paper, Higher Standards: Better Schools for All, set out the Government's ambition that every pupil - gifted and talented, struggling or average - should have the right personalised support to reach the limits of their capability. For gifted and talented pupils, this means better stretch and challenge in every classroom and in every school with opportunities to further their particular talents outside school at a local and national level.

## 2. Definition:

Gifted and talented children are those who have one or more attributes/abilities developed to a level significantly ahead of their year group (or with the potential to develop these abilities).

- **'Gifted'** refers to those pupils who are capable of excelling in academic subjects such as English or History.
- **'Talented'** refers to those pupils who may excel in areas requiring creative skills or practical abilities, such as in games and PE, drama, or art.

At Hannah More we identify our 'Gifted' pupils as those who are 2 sublevels above age related expectations in KS2. In KS1 children are identified as those who are at the foundation stage equivalent of a national Curriculum level 1C.

We identify our 'Talented' pupils as those who excel in a specific area in comparison to their peers. These children will be identified by the class teacher and in collaboration with the subject leader.

## 3. Roles and Responsibilities

### *The Class Teacher:*

The Teacher in the classroom is at the heart of our School's provision for pupils with Gifted and Talented attributes/abilities. It is the class teacher's enthusiasm, skill and the quality of their teaching and relationships that will largely determine whether such pupils are able to make the progress of which they are capable.

The Class teacher will identify to the Inclusion Leader any pupils who, in their opinion, consistently demonstrate gifted and talented attributes/abilities. Teachers will identify pupils using as many sources of information and evidence as possible, such as a pupil's work, pupil's progress and attainment, information from parents, photos, observations.

The progress and attainment of these children will be discussed in termly pupil progress meetings.

In parent review evenings, class teachers will inform parents of their child's progress and the reasons for identifying them as Gifted and Talented. Teachers will provide strategies for parents to further support their child at home.

### *Subject Leaders:*

The subject leaders will monitor planning throughout the school to ensure there is appropriate challenge and extension for the Gifted and Talented pupils. They will undertake book scrutinies and lesson observations to monitor differentiation and progress of the identified pupils and feedback to the Inclusion Leader.

#### *Inclusion Leader:*

The Inclusion Leader has specific responsibility for all aspects of the School work with pupils with Gifted and Talented attributes/abilities.

#### The Inclusion Leader:

- Supports the School and staff in the identification of pupils with Gifted and Talented attributes/abilities, in setting appropriate targets and in monitoring the progress they make.
- Supports the subject leaders in monitoring those identified as Gifted and Talented within their subjects.
- Keeps up to date with information about resources and services and is responsible for sharing this information with colleagues and parents.
- Organises, along with the administration team, the development of suitable in-house enrichment opportunities as well as extra- curricular activities.
- Contributes to all aspects of whole school planning and policy making.
- Facilitates and contributes to staff development and training.
- Liaises with the named School Governor.

#### *The Headteacher:*

The Headteacher has overall responsibility for the quality of the educational provision for all pupils in the School, including those with Gifted and Talented attributes/abilities.

## **4. Organisation**

#### *The National Curriculum:*

When planning for gifted and talented pupils, class teachers ensure there are a variety of higher level open ended questions that will extend and challenge these pupils. Work will be differentiated along with the resources and support and extension activities will be available in all classes.

In the classroom teachers will encourage children to reflect on their own progress through self-assessment and also through peer assessment. There will be evidence of challenge and extension of pupil's work on display within the classrooms.

Pupils identified as gifted will be encouraged to use language in order to justify and explain their reasoning, opinions and methods. For pupils identified as talented they will be encouraged to reflect on their practise and to identify how to improve and further develop their skills. These children will be directed to appropriate after-school clubs and community provision.

#### *Transfer and transition:*

Good communication between teachers of different phases, and from year to year within a school is essential if suitable provision is to be made for gifted and talented learners. The information shared at point of transfer within and between schools should include details of an individual's:

- preferred learning styles;
- particular strengths and weaknesses;
- displays of resourcefulness and initiative;

- work covered;
- targets for further development.

Much of this information can be shared through discussion, as well as through documentation.

*Enrichment and Extension:*

Enrichment consists of providing extra materials at a deeper or more complex level, or providing challenging questions, which help further pupils understanding of a topic or subject. Enrichment gives a horizontal flexibility to the curriculum. It is a supplement, but not a replacement, to the core of work to be covered. Enrichment activities can be provided outside the classroom through after school events/ weekend activities.

Extension consists of enabling pupils to move through the curriculum at a faster rate than normal. This may mean that some core work has to be compressed or compacted or even missed out. Extension gives vertical flexibility to the curriculum. Detailed record keeping becomes an essential part of extension work for teachers.

## 5. Monitoring and Evaluation

*The Headteacher:*

The Headteacher has overall responsibility for the quality of the educational provision for all pupils in the school, including those with Gifted and Talented attributes/abilities.

*The Inclusion Leader:*

The Inclusion Leader has specific responsibility for all aspects of the school work with such pupils. The Inclusion Leader will report back to the Senior Leadership Team Standards meeting 6 times per year, reviewing and evaluating the effectiveness of the Gifted and Talented provision in the School. Training will be provided alongside the subject leaders and guidance issued for all teachers.

## 6. Additional Notes and Guidance

The Gifted and Talented classroom – quick checklist

*Classroom climate:*

- How have you established a culture in which wrong answers are productive opportunities for learning, and in which creative thinking is actively encouraged?
- How are you modelling the process of talking about how learning takes place, rather than just what is learned?
- How have you helped learners with the language needed to discuss the process of their learning?
- Have you asked gifted and talented learners what helps them to learn effectively? What have you done to ensure you respond to what you have learnt from them?
- How have you helped learners become more aware of their preferred learning styles?
- Do you provide significant opportunities for them to practise learning styles that they find more difficult?
- How are you developing and maintaining a classroom or school code of achievement?

*Questions and challenge:*

- How often do you encourage creative thinking by asking open-ended questions to which there are no right answers?
- How often are learners encouraged to consider the nature of a question and its possible answers? For example, do they consider when answers can be absolute whilst learning to appreciate the provisional nature of much knowledge?
- How often do you encourage learners to ask questions of themselves, each other and other adults in the classroom?
- How are learners involved in self-assessment and/or peer assessment?
- How effectively are the processes of formative assessment developed?
- How do you ensure that examples of gifted and talented work are on display or readily available, to raise the expectations of both learners and teachers?
- How effectively are you engaging learners in recognising and responding to challenge and taking initiative in their learning?

*Planning and resources:*

- How thoroughly have you checked learning activities to make sure that they offer challenges that match higher level descriptions than expected for the key stage and/or the exceptional performance criteria of the national curriculum?
- How effectively are you involving teaching assistants, supply teachers, trainers or workplace supervisors in the identification of, and provision for, the gifted and talented?
- How effectively are you liaising with the schools' library service or other local resource support services?
- How are you developing a resource collection, including lists of web resources for young people and staff in classrooms, departments, the staff room, library or resource centre?