



## Redland Community Primary School

### Gifted and Talented Children Policy

Definitions for the purposes of this policy are as follows:

**Gifted:** Pupils whose academic ability places them significantly above the average for their age.

**Talented:** Pupils whose ability in the arts, PE, sport and leadership are significantly above average for their age.

#### Aims and Philosophy

At Redland School we aim to:

- Realise children's potential by providing equal opportunities
- Develop the school as a centre of learning excellence
- Foster and nurture enthusiasm, creativity, excitement and enjoyment

We will achieve this by:

- Providing stimulation, challenge and support across the school
- Recognising different starting points for learning
- Planning imaginative and creative work in all curriculum areas
- Creating opportunities for independent learning and open ended investigation
- Developing extension and enrichment activities including termly Enrichment Days covering different aspects of the curriculum
- Providing opportunities to develop teamwork and leadership skills
- Developing thinking skills and problem solving skills (through More Gifted Maths Groups across KS2 led by Leading Maths TA)
- Creating opportunities for children to develop their communication and presentation skills
- Children who are identified as being able, gifted or talented will be invited to attend masterclasses. These masterclasses are planned and delivered by subject leaders and provide opportunities to extend learning in a particular field.

#### Roles and responsibilities

The class teachers are responsible for:

- Identifying potentially More Able children
- Informing the co-ordinator of these children
- Providing a suitably differentiated curriculum to allow all children to experience challenge across a range of subjects
- Liaising with outside agencies where necessary
- Planning and running masterclasses.

#### Identifying More Able children

We will use a variety of approaches to identify Able, Gifted and Talented learners as we believe **no one method of identification should be used in isolation**. We also agree with the following:

- No one method of identification can be entirely accurate

- Some types of ability may be easier to recognise than others
- Ability and academic achievement are not the same thing
- There is a range of strategies aimed at helping to identify AG&T children – all methods have their strengths and weaknesses

We will use the following list as a menu of possible methods of identification. Please note this list is NOT in order of significance.

1. Observations by outside agencies e.g. Educational Psychology service, Learning Support Team, sports, music and drama teachers.
2. Parental identification of particular gifts or talents.
3. Results of national standardised tests.
4. Teachers' assessments and professional judgements (backed up by evidence such as work samples, observations over time etc).
5. Reports from previous schools for children new to our school.

We acknowledge that gifted and talented children can be:

- Good all-rounders
- High achievers in one area
- Of high ability but with low motivation
- Of good verbal ability but with poor recording skills
- Very able with a short attention span
- Very able with poor social skills
- Keen to disguise their abilities

### **Monitoring the effectiveness of this policy**

This policy will be monitored annually by:

- SMT and SENCO
- Subject leaders reviewing subject schemes of work and policies, as per the policy schedule, to ensure provision is made within the curriculum for AG&T children.
- SMT and SENCO monitoring the progress children, through Pupil Progress Meetings, class teacher assessments and observations and interviews with the children themselves.

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