



Gifted and Talented Policy

Introduction

We recognise not all children develop at the same rate and we are responsible for ensuring that all children are able to work to their full potential. As a school, we welcome all children irrespective of medical, social or academic need and recognise that there may be occasions when additional resources will be required to ensure adequate provision is made. This policy seeks to set out the way in which we will make provision for pupils regarded and gifted and/or talented

Definition of the Gifted and Talented Child:

As a school, we define these children as those who are learning in advance of their peers or the expected level for that age group within the curriculum. This advancement may consist of academic, creative or physical achievement.

Gifted describes learners who have the ability to excel academically in one or more subjects such as English, drama, technology;

Talented describes learners who have the ability to excel in practical skills such as sport, leadership, artistic performance, or in an applied skill.

Aims

As a school we aim to:

- Identify any child, who on entry to the school is recognized to require Gifted and/or Talented Child provision using appropriate assessment procedures;
- Identify any child who is deemed to need Gifted and/or Talented provision at any point in their attendance at the school;
- Maintain a whole school approach to Gifted and Talented children in order that they will receive a broad and balanced curriculum which is relevant to their particular needs;
- Promote home/school partnership;
- Liaise with outside agencies and other professionals where appropriate.
- To give the necessary advice, training and support to class teachers in order to provide for Gifted and Talented children within the class.

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Objectives

- To give each Gifted and Talented child the opportunity to access all areas of the curriculum in accordance with the schools Equal Opportunities policy;
- To give each Gifted and Talented child the opportunity to work at their own level within the whole school curriculum by means of increased differentiation within normal classroom practice.

Identification

Gifted and Talented children may be identified in the following ways:

- Information from outside agencies
- Class teacher identification following close monitoring;
- Diagnostic testing
- Information from National Curriculum/Standardised testing
- Information from preceding school, nursery or playgroup.

Assessment, Monitoring and Review

Gifted and Talented children will be assessed, monitored and reviewed at their level of ability; ensuring appropriate challenge is always delivered pupils will be placed on the register as follows

Stage 1 – Those pupils who are 1 year ahead of the levels expected of them or score over 120 in standardized testing. These children will be catered for by differentiation, booster groups and streaming

Stage 2 – Those individuals who are 2 years ahead of their peers or score over 130 in standardized testing for whom the measures at stage one may not be able to give suitable challenge all of the time. For these pupils, the school provides an additional support plan to provide the correct level of challenge

Stage 3 – Those pupils who excel in an area that necessitates the involvement of outside agencies

Reporting / Recording

When transferring to their next School teachers will liaise with the staff in order to determine transfer and support arrangements to ensure a smooth transition for both the child and receiving school.

Equal Opportunities

All children will be assessed and given the opportunity to access the Gifted and Talented work offered as appropriate.

Foundation Stage

Pupils fulfilling the following criteria should be referred to the assessment lead:

- Children who by the end of FS score the expected level for Year 1 of the National Curriculum use the school's descriptors as a guide. This is significantly in advance of the Foundation Stage Profile on which the majority of FS pupils are assessed;
- Children who, in the class teachers opinion, have advanced skills in creative subjects such as art or drawing;
- Children who, in the class teacher's opinion, have advanced physical skills.

Years 1 – 6

Pupils fulfilling the following criteria should be referred to the assessment lead:

- Children who are working in, or working in excess of the expected standard for the year group above their own.
- Children who have gained standardised score in excess of 120 in summative assessments.
- Children who, in the class teachers opinion, show skills one to two years in advance of their peers in any of the following areas:
 - o Thinking and verbal skills
 - o Music and Art/Design skills
 - o Physical / Games skills

How we will meet these children's needs:

Children on Level 1 (1 year in advance of their peers) are to be given suitably differentiated work and targets and strategies to maximize their potential learning. Their progress is to be monitored each term.

Children on Level 2 (2 years in advance of their peers) discussed with the assessment lead such that individual strategies are in place in order to maintain progress. Termly reviews to monitor progress are to be made.

Children on Level 3 (need outside agencies to aid development) are to be encouraged to develop their skills in line with suggestions made by the other professionals involved. On occasion, pupils may sign contracts with professional sports teams. In this case, the school will liaise with the team and inform the parents and professionals should we have concerns about progress at school relating to the sport.

Poplar Farm School will encourage children to meet their potential in all areas. When children are considered to be gifted or talented the school will always consult with parents before deciding on a pathway for the child. In all cases, the school will encourage parents to think about pathways that will best suit the child.

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