



Gifted and Talented Policy

Article 29 - Education must develop every child's personality, talents and abilities to the full.

Poplar Farm School welcomes pupils with a wide range of abilities. Each pupil is perceived to be an individual of great value. We strive to provide a secure yet challenging educational environment, which will stimulate the development of all students and enable them to maximise their potential. This policy outlines the purpose, nature and management of the teaching and learning of more able and gifted and talented pupils at Poplar Farm School.

Rationale

At Poplar Farm School we aim:

- To provide a broad, balanced and relevant curriculum matched to the needs of the pupils so that they may achieve their full potential.
- To promote a culture of active learning, enabling children to take ownership of their emerging skills and knowledge.
- To develop in our pupils a lively and enquiring mind and the ability to question, discuss and solve problems.
- To develop an inclusive curriculum by setting suitable learning challenges for all pupils.
- To continue to initiate all lessons with a learning question to promote an investigative nature.

This policy is an integral part of the school's broader development of maximum inclusion of educational opportunity for all pupils and states our commitment to providing an environment in which all pupils are able to realise their potential.

Definitions

School will focus on identifying those children who are Gifted and Talented relative to their own peers, in their own year group, within our school.

LEA guidelines indicate that the top 10% of a cohort may be gifted or talented.

At Poplar Farm School we define gifted and talented learners in the following ways:

- 'Gifted' learners are those who have abilities in one or more subjects in the statutory curriculum other than art and design, music and PE.
- 'Talented' learners are those who have abilities in art and design, music, PE or performing arts such as dance and drama.

The term 'more able' pupils refers to the expected performance of children within a particular year group that are working above average. Every class is differentiated to meet the needs of all children including a 'more able' group. This 'more able' group will include the one or two pupils who are identified as 'gifted' or 'talented'.

Identification

Gifted and talented pupils are identified by making a judgement based on an analysis of various sources of information including:

- Teacher Assessments.
- Teacher nomination (based on classroom observation, discussion with pupils, work scrutiny).
- Parent nomination.
- Peer or self nomination.

Care will be taken to ensure that identification:

- Reflects ability rather than just achievement.
- Includes areas of talent.
- Does not unduly disadvantage any group of learners.

Gifted & Talented Register

A register of G&T pupils will be kept by the coordinator and reviewed on a termly basis, in consultation with class teachers and SLT to acknowledge emerging ability and talent. A note will be made on individual children's records on the school management system (Integris).

Parents will be informed of their child's progress and ability at Parental consultation evenings but may not be informed that their child is on the G&T register.

Provision

Within the class, teachers are responsible for:

- The management of pupil groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of gifted and talented pupils in some groups there may be pupils who have gifts and talents in all groups.
- Providing a broad, balanced and 'fun' curriculum with many opportunities for 'G&T' children to excel academically, artistically and in sporting activities.
- Ensuring schemes of work and lesson plans include effective and explicit strategies for differentiation, which provides appropriate challenge for the most able/gifted pupil. Learning objectives should be differentiated to meet the needs of the gifted/most able pupils along with open-ended questioning to extend thinking.
- Ensuring planning recognises that more able/gifted pupils need qualitatively different learning experiences, and not just more of the same.
- Utilising a variety of learning strategies and approaches which acknowledge that individuals learn in different ways and develop independent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical.
- Provide opportunities for pupils to use and develop higher level thinking skills through enrichment/extension activities in all curriculum areas, problem solving and extended research.

- The provision of opportunities for gifted and talented pupils to work with pupils of similar ability. For example, this will mean that it may be appropriate for younger pupils to work with older pupils occasionally.

Enrichment and Extension

Enrichment involves tasks, which broaden the child's skills and understanding. Extension involves tasks that increase the depth of study in a specific area. Able, gifted and talented pupils are encouraged to:

- Use their initiative.
- Formulate questions.
- Solve problems.
- Seek alternative answers.
- Make judgements based on confidence in their own abilities.
- Develop and use all relevant skills.
- Attend activity days and master classes, organised locally by the school, CIT or the Local Authority.

Out of class approaches

The following are offered on a regular basis and, although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practice and extend their skills:

- Residential experiences
- Workshops with Secondary Schools to focus on specific core subjects
- School clubs
- Musical and sporting activities
- Enrichment days
- Special Projects

Out of school opportunities

Children who have been identified as having talents that may not be regularly provided for in school will be referred to a list of curriculum enrichment opportunities that are available within the local area.

Monitoring Progress

- Prior attainment data (KS1 SATS) will be used to predict potential grades at KS2 and pupil progress will be monitored against this.
- Outcomes of pupil work, discussed at moderation staff meetings and pupil progress meetings.
- Regular review of the Gifted and Talented Register.
- Pupil perceptions and responses in the form of questionnaires and discussions.
- All class teachers are expected to monitor the progress of all pupils they teach including the G&T.
- G&T pupils will in some cases be measured against exceeding statements.

- The coordinator will monitor progress through the school tracking system.

Coordinator Responsibility

The Gifted and Talented co-ordinator has overall responsibility for:

- Ensuring that the policy is implemented.
- Liaising with class teachers, subject leaders and the Head Teacher.
- Monitoring of pupil achievement in conjunction with SLT, class teachers (through on going subject based assessments and tracking).
- Maintaining the register of Gifted and Talented pupils.
- Maintaining a database of Gifted and Talented opportunities.
- Ensuring that the school professional development programme includes relevant aspects of gifted and talented provision.
- Organising, advising on and managing resources for the subject in conjunction with subject leaders.
- Attending inset and liaising with others within and beyond the school as appropriate.
- Liaising with the Local Governing Board.

Review

Acceptance of this policy includes a commitment to implementing it in full.

This policy was adopted on:	March 2018
Review Cycle:	Annually
This policy was subsequently reviewed on:	February 2021