



Gifted & Talented Policy

St. Michael's Nursery and Infants School believes that it is the right of all pupils to be offered the appropriate education to reach their potential. The principle of providing equal opportunities for every child highlights the fact that there is a real need to meet the needs of all gifted and talented children.

Aims

- ❖ To promote the identification of gifted and talented pupils using a variety of methods and assessment/nominations;
- ❖ To ensure all gifted and talented pupils achieve their full potential;
- ❖ To provide a rich, challenging and differentiated curriculum in which gifted and talented pupils can work at their own level and pace;
- ❖ To give opportunities in all curriculum areas to develop specific skills, talents, creativity and reasoning skills;
- ❖ To create an ethos where pupils can have and achieve the highest aspirations;
- ❖ To stimulate a desire for learning;
- ❖ To take into consideration the needs and well-being of the whole child by offering emotional, social, spiritual and intellectual support;
- ❖ To work in partnership with the pupil, the home and the community.

DEFINITION

We recognise gifted and talented children as those with one or more abilities significantly exceeding expectations of their year group (or with the potential to develop those abilities). The following definitions of the two terms may be helpful.

Gifted Children

'Gifted' learners are those who have abilities (potentially or demonstrably) in one or more academic subjects, such as Maths and English.

Talented Children

'Talented' learners are those who have particular abilities in sport, music, design or creative and performing arts. Talents such as leadership, creative imagination and social maturity should also be acknowledged.

IDENTIFICATION

Early recognition of gifted and talented pupils is important and appropriately differentiated provision is made available to each child so that they can be challenged to reach their potential. Although many of the gifted and talented pupils will be easy to identify, there is a need to ensure that identification strategies are broad, flexible and ongoing.

Therefore, a wide range of identification strategies should be employed (see below). Identification based solely on attainment can exclude underachievers: those who have potential that has not yet led to a high level of attainment, and those with particular creativity or potential for leadership.

However, many gifted and talented pupils will be identified because their progress through the EYFS and National Curriculum takes them beyond the expectation for their age. The broader the curriculum on offer for the children, the greater the opportunity for gifted and talented pupils. Evidence from out-of-school and out of classroom activities can contribute to the identification process.

The range of people likely to be involved in the identification process will include:

Teachers

It is part of the general classroom practice for the teachers to assess through observation, questioning, work scrutiny, and formal assessments.

Parents and Carers

Sometimes parents and carers will draw attention to specific skills, talents and interests which their child does not demonstrate in the school situation. Listening to parents, valuing and responding to their views makes an important contribution to the in-school support for the gifted and talented pupils.

Pupil Self-Awareness

Pupils need to be encouraged to develop an awareness of their own strengths and areas for development.

Other Specialist Staff

A range of adults who work within schools can contribute to the evidence. These include the learning mentor, educational psychologists, artists in residence and sports coaches.

IMPLEMENTATION

Class teachers are responsible for the implementation of differentiated programmes to support "gifted and talented" pupils.

In its support of "gifted and talented" children, the school will create:

- ❖ A creative approach to whole-school "gifted and talented" provision.
- ❖ A supportive learning environment that enables all children to realise their full potential.
- ❖ A culture of achievement through the recognition of a wide range of skills, attainments and achievements and through the modeling provided by adults within the school. Striving for improvement in learning and achievement, and the celebration of such achievement, should be seen as both normal and expected.
- ❖ A whole school ethos of support for "gifted and talented" pupils.
- ❖ After school clubs that are open to all, but pupils with particular talents will be encouraged to attend.
- ❖ Links with organizations outside school which may benefit gifted and talented pupils.

Recording and Reporting

All children are continually assessed and their attainment is tracked on a regular basis.

Informal reporting to parents/carers is constantly available and formal written reports are

available on an annual basis. Parents meetings are held to report pupil progress and discuss mutual concerns.

Monitoring and Evaluation

It is the responsibility of the subject leader and the Head Teacher to evaluate the working of this policy throughout the school.

Governor's visits the school to talk with the subject leader when possible to monitor the development of the subject and add action points to the school development plan where necessary.