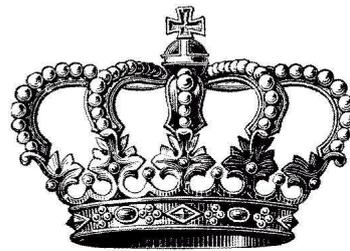


# **Queens Drive Infant School**



## **Policy for the More Able, Gifted and Talented Pupil.**

JUNE 2019  
Reviewed : February 2020



# Policy for the More Able, Gifted and Talented Pupil.

## Introduction

This document is a statement of the aims, principles and strategies for the provision for the very able, gifted and talented child at Queens Drive Infant School.

## Aims and Principles

Pupils with high ability share the same statutory entitlement as all other pupils at Queens Drive Infant School to a broad and balanced curriculum which is relevant to their needs.

Our school will have, at any time, a number of extremely able, talented or gifted pupils, some of whom may perform at a level that well exceeds the level of others in their class or that expected in their age group. This may be in one or more areas of learning.

We believe that provision is generally most effective when it is made within the classroom, through a stimulated, differentiated curriculum. We also recognise that in some cases support may be required outside the classroom.

The aim of this document is to create a climate of learning throughout the school for the gifted and talented. This is achieved through

- providing agreed definitions for gifted and talented and clear ways of identification.
- Ways of meeting the needs of these children
- promoting staff, parent and governor awareness
- working in partnership with parents/carers to help promote children's learning and development
- appointing a gifted and talented lead teacher
- continue staff training to fulfil 'classroom quality standards'

## Definitions

**An able child** is one who achieves, or has the ability to achieve, at a level significantly in advance of the peer group. This may be in all areas of the curriculum or in a limited range.

**A gifted child** is one who is in the top 5 -10% of the pupil population of the school or class group who has the capacity for or demonstrates high levels of performance in an academic area.

**A talented child** is one who is in the top 5-10% of the pupil population of the school or class group with a specific ability in a non-academic area:

- |                                    |  |
|------------------------------------|--|
| • <b>Physical talent</b>           | sports, games, skill;  |
| • <b>Visual/Performing ability</b> | dance, movement, drama;                                      |
| • <b>Mechanical Ingenuity</b>      | construction, object assembly, systematic working solutions; |
| • <b>Outstanding Leadership</b>    | organiser, team leader/ member, sound judgements;            |
| • <b>Social Awareness</b>          | sensitivity, empathy, carer                                  |
| • <b>Creativity</b>                | artistic, musical, linguistic                                |

## Identification

Before identifying a child in a particular area, we aim to ensure that all children have an opportunity to learn and succeed in this area. This makes the identification process fair. The school recognises that the identification for gifted and talented refers to the current level of performance. Meaning that 'at this time the child is showing ability in a particular area'. The school recognise this ability and will try and foster this ability where possible. Identification does not mean that in another year or at another school the child would be identified.

This may come through one or more of the following;

- Teacher nomination
- Parental/carer nomination
- Peer nomination or self nomination
- Assessment results
- Specialist teacher nomination
- Baseline assessment taken in reception
- observations

## Procedures

If a child is identified as gifted and talented they will be put on the register. The register will be reviewed termly. The child will be given a ChIP (challenging individual programme) where by it can be noted how the child's needs are being provided for.

Parents will be kept informed at each parents evening and where necessary.

Specialist advice may be appropriate and guidance may be sort to aid planning in order to meet the needs of the pupil.

It should be noted some talented/gifted pupils may be missed if they display the following and this can manifest in disruptive behaviour. (under-achievers)

- Is quiet
- Work is untidy
- Is using English as a second language
- Is immature
- Is slow to read/write
- Is untidy or lethargic
- Is over active or withdrawn
- Does not perform well in tests
- Appears bored or distracted
- Shows little confidence in self
- Is clumsy
- Shows little interest in improving performance
- Avoids work which requires concentration

## Provision for the Gifted and talented

All pupils at Queens Drive Infant School work on activities and tasks that have been differentiated to meet particular needs. Opportunities for extension and enrichment are built into our schemes of work.

- Maintain an ethos where it is ok to be bright
- Maintain the ethos that it is ok to make mistakes and show ways of handling failure in other areas they may find difficult

- Encourage all learners to be independent thinkers
- Recognise achievement
- Encourage the development of specific skills and talents
- Opportunities to join other pupils throughout the school with the similar interests and talents. E.g. clubs
- Provide higher order questions throughout planning
- Visits by outside agencies to promote enrichment and enjoyment
- Provide differentiated plans/ open ended tasks
- Small group work
- Opportunities for performance
- Out of school provision e.g. festivals/competitions

Most of the time, the pupils needs will be met through differentiation. This may be through increased depth and complexity of task and the promotion of extended thinking.

### **Role of the Lead teacher**

The teacher responsible for Gifted and Talented is required to;

- Review the effectiveness of the policy
- Maintain the register
- Ensure planning is differentiated
- Enquires after resources and strategies to aid the class teacher
- Keeps a record of how the teacher is fulfilling the child's needs (CHIP)
- Liaise with the Head Teacher
- Ensures that parents are well informed
- Undertakes INSET on gifted and talented pupils
- Where necessary liaises with the LEA to gain up to date information.

### **Records**

Pieces of work, assessments and notes will be retained in pupils' Learning Journals. Contributions and discussions with parents are also worth keeping.

On transfer to another school close liaison will be very important as well as the usual documentation.

Records are kept and stored according to our GDPR policy.