

Gifted and Talented Policy Whole School and EYFS

This policy is available to parents and prospective parents on the school's website and by request from the School Office. If you require a copy of this document in large print or audio format, please contact the School Office.

Policy Review Schedule

Policy Name	WPA Gifted and Talented Policy	
Review Frequency	Every three years	
Statutory Policy	No	
Policy owner	Principal	
Lead Reviewer	Principal	
Approver and date of last approval	Principal – June 2024	
Key review dates	By whom	Changes made
28/4/16 written	A Ashcroft	
01/4/19 next review		
16/06/19	L Perring	Amended for WPA
June 2021	L Perring	Reviewed for SY2021/22 - following Trust re-brand
June 2024	L Basilone	No changes needed

Policy statement

Pupils at Wantage Primary Academy have access to a broad and balanced curriculum which provides challenge appropriate to their needs. This Gifted and Talented Policy sets out how we recognise and provide for pupils who require additional challenge and pace to their work because they are either gifted or talented. We tailor education to individual need, interest and aptitude to ensure that every pupil achieves and reaches the highest standards possible.

DfE guidelines suggest that schools should be able to identify 5%-10% of pupils as 'gifted and talented' in each year group and a register of these pupils is kept updated.

We may have many pupils who are recognised as being 'able' due to their advantageous experiences and home tutoring. This does not necessarily reflect their innate ability and these children would not be included within the school's register.

This policy makes reference to DfE guidance Identifying Gifted and Talented Learners and Effective Provision for Gifted and Talented Pupils in Primary Schools.

This policy works in conjunction with our Equality, Teaching and Learning and SEND Policies.

Definitions

We recognise a gifted child as a pupil who has the ability to excel academically in one or more subjects such as english, maths, science, humanities and modern foreign language.

A talented pupil is one who has the ability to excel in practical skills such as sport, leadership, artistic performance (music, drama and art).

Aims

We aim to:

- identify talents and gifts as early as possible;
- provide personalised teaching and learning;
- ensure that challenge and enjoyment are hand in hand;
- have high expectations of our able, gifted and talented pupils;

- stimulate children through curriculum enrichment and extracurricular activities;

Responsibilities of the Principal

The Principal will be responsible for appointing a Gifted and Talented Coordinator.

Responsibilities of the Gifted and Talented Co-ordinator

The Gifted and Talented Coordinator will:

- assist teachers with the identification of Gifted and Talented (G&T) children;
- update the school's Gifted and Talented (G&T) register and to circulate to staff;
- ensure that each child on the G&T register has a Gifted and Talented Plan;
- inform parents when their child is placed on the G&T register and to explain the provision that has been put in place for their child;
- review G&T plans regularly with teachers;
- work with the Principal to ensure that teaching methods and provision for G&T children are in place and in line with current educational thought and initiatives;
- review and monitor the progress of G&T pupils with the Principal and class teachers.

The Approach

This approach will Recognise, Encourage and Develop the gifts and talents of our pupils. We recognise our most able pupils through data analysis, academic monitoring and professional judgment. We encourage our most able pupils to take ownership of their own learning and development by providing challenging learning opportunities to stretch and further their learning. We develop pupils' skills in independent learning through carefully targeted classroom activities, extracurricular activities and by always ensuring that further challenges and learning opportunities are provided to accelerate the learning of the most able.

RECOGNISE

Our policy provides the definition of the terms gifted and talented and all staff are familiar with this definition. We maintain and update a Gifted and Talented Register of pupils using this definition alongside a range of screening processes and other criteria. The following techniques may be used to identify gifted and talented pupils:

Testing

We use school based and national tests, value added data and LEA comparative data to assist with the identification of Gifted and Talented children. However, a low test result doesn't necessarily mean that a child isn't gifted or talented so a range of other information is also used including pupil self-assessment, dialogue with pupils, written and oral feedback and target setting.

Parent and pupil feedback

Parents and pupils are encouraged to communicate information about home interests and aptitudes to teachers.

Teacher identification

Teachers are often best placed to identify which pupils are gifted or talented. They may also be aware of when pupils with gifted and talented potential are underachieving. Some pupils do well in statutory national curriculum tests and school assessments. However, being gifted and talented covers much more than the ability to succeed in tests and examinations. For example, gifted and talented pupils may demonstrate leadership qualities, high-level practical skills or a capacity for creative thought. We recognise that not all gifted and talented pupils are obvious achievers. Many actually underachieve - their potential is masked by factors such as frustration, low self-esteem, lack

of challenge, or low teacher/parent expectations. Others underachieve because they have learning disabilities that obscure or eclipse their gifts or talents. To enable these children to fulfil their potential, we aim to give everyone the opportunity to excel and we endeavour to provide opportunities for them to do so..

Gifted and Talented pupils may:

- think quickly and accurately;
- work systematically;
- generate creative solutions;
- work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations;
- communicate their thoughts and ideas well;
- be determined, diligent and interested in uncovering patterns;
- achieve or show potential in a wide range of contexts;
- be particularly creative;
- show great sensitivity or empathy;
- demonstrate particular physical skill or dexterity;
- make sound judgements;
- be outstanding team members;
- be fascinated by or passionate about a particular subject or aspect of the curriculum;
- demonstrate high levels of attainment across a range of subjects.

Gifted and Talented pupils do not necessarily fit these expectations. However, good the quality and scope of provision, the potential of some pupils remains unlocked or untapped. The presence of such individuals and groups should always be anticipated. This will be particularly the case for gifted and talented pupils who also have one or more learning disabilities. The gifts and talents of those for whom English is an additional language are often best recognised by people who can speak to them in the language they speak at home. We seek support from additional services when appropriate.

ENCOURAGE

We will encourage our Gifted and Talented pupils through:

- asking gifted and talented learners what helps them to learn effectively;
- setting targets in the Gifted and Learning Plan and reviewing these regularly with the pupils and their parents;
- ensuring that examples of gifted and talented work are on display or readily available, to raise the expectations of both learners and teachers;
- providing a wide range of activities and extra-curricular clubs
- providing a range of challenges and competitions.

DEVELOP

We will develop gifts and talents in our pupils through:

- effective differentiation in teaching and learning to stretch and challenge the able child;
- targeted questioning to support pupil learning;
- checking learning activities to make sure that they offer challenges that broaden and deepen the learning expected for the age group, and where this is already strong, objectives from the year above
- use of specific resources eg those provided by The National Association For Gifted Children (NAGC);
- the involvement of teaching assistants, supply teachers and others in provision;

- liaison with local resource support services and using a wide range of support materials;
- involvement in national initiatives and competitions.

More able pupils

Our teachers will make the resources and challenges in each classroom available to pupils who may not be identified as Gifted and Talented but they have shown that they are ready for this level of challenge and work.

Monitoring and evaluation

A school review of the progress of gifted and talented children is undertaken, in conjunction with the Multi-Academy Trust nominated member, every half term. This is reported to the Multi-Academy Trust termly. Any specialist resource provision will be clearly noted. The effectiveness of intervention will be analysed. The outcomes of this review are used to inform the School Development Plan.

Ongoing monitoring of the planning and provision for Gifted and Talented pupils takes place through class observation, book scrutiny and co-ordinator monitoring across the curriculum. The Senior Leadership Team discuss and analyse progress data and observation and scrutiny information. Action Points are agreed and shared with staff.

Staff receive professional development in meeting the needs of gifted and talented pupils within the ongoing cycle of school INSET and through specific CPD activities Staff skills development and training are discussed in staff Performance Review meetings.

- Pupils on the register will be reviewed each term following the school assessment procedures linked to pupil progress meetings to justify their continuance on the register.
- New pupils to undergo school assessments and an analysis of their previous school's test results and if appropriate be placed on the register.
- Pupils may be placed on or taken off the register during the school year in consultation with the class teacher.

Inclusion

Gifted and talented pupils have equal access to all aspects of the curriculum and school life. Pupils are encouraged to achieve in the subjects in which they are gifted or talented, without reducing the breadth of their curricula and personal experience of sporting activity or social times. The register will be cross referenced to the SEN Code of Practice.

Pupil Premium

Pupil premium funding money is money aimed at ensuring pupils achieve regardless of disadvantage. The funding should be used by the school to meet the needs of individual children identified as being entitled to Free School Meals. Children identified as Gifted and Talented should not in any way be excluded from the Pupil Premium Funding. At Wantage Primary Academy the Pupil Premium budget will be used to ensure that Gifted and Talented Children continue to make good progress by using the money to support learning; overcome barriers and provide a broad and varied extra curricular programme. Pupil premium resources will be used to target more able children on free school meals to achieve higher levels of attainment.