



Forncett C.E.V.A. Primary School

Gifted and Talented Policy

Forncett St. Peter C.E.V.A. Primary School

Policy reviewed: October 2017

Next review: October 2018

Signed:

Definitions

For the purpose of this policy, DfE definitions will be employed:

‘Gifted’ – those with high ability or potential in academic subjects

‘Talented’ – those with high ability or potential in the expressive or creative arts or sports

Identification

Children will be identified after consideration of all or some of the following factors:

- the result of formal testing (e.g. FSP, SATs etc.)
- marks for work undertaken in school and homework
- success in creative tasks (as indicated by achievement, both informal and formal e.g. music / dance certificates or sports awards)
- consideration of behaviour in terms of recognition of characteristics which may be indicative of gifted and talented selection 9 (see guidance manual)
- the informal recognition of a talent or a gift by peer group and/or family
- the expectation that between five to ten per cent of the school roll will fall into the gifted and talented category (DFE)

Once identified, the school will speak to the child’s parents/carers (if they are not already aware) to discuss the outcome of identification and to make a plan together e.g. setting of targets and provision/opportunities for enrichment and challenge. Parental/carer input is invaluable as they usually know their child’s gifts and talents best of all and are in a position to offer information and advice about them which may help the school to understand their child’s need more..

Implementation

The policy will be implemented by:

- providing learning opportunities from the National Curriculum at greater depth to enable mastery through a variety of challenge activities and through problem solving, reasoning, investigating, researching and through using an enquiry approach.
- providing activities which promote higher order thinking skills
- using open questions and higher-order questioning as well as philosophy and critical thinking skills
- supportive ethos where learning is valued and shared
- participation in gifted and talented events and activities hosted in the local cluster and using the local high school’s expertise in subject areas for help and support
- ensuring that on transfer to high school, there will be a full notification of records and the same careful liaison which is in place for all children with special needs
- the nomination of a member of staff as the gifted and talented named person
- the nomination of a link governor as gifted and talented named governor

Pastoral Care and Personal and Social Education

Gifted and talented children will receive equal esteem as their peers as every child's effort, practise, hard work and achievements are celebrated within the ethos of the school. The central tenet of this ethos is to nourish the self-esteem of all pupils through respect for and treatment of others as we would all like to be respected and treated. All children are encouraged to maximise and understand their learning abilities. They are also encouraged to use their gifts and talents for the benefit of all. The school has adopted a growth mindset approach to learning and life and children are taught that with hard work, effort, determination, practise and resilience, they can and will improve their skills, performance, abilities and talents.

Assessment and Monitoring

The policy will be assessed in terms of children's achievements across the range of school activities. These achievements will be judged in terms of the children's assessed potential and their own acknowledgement of personal success. The implementation of the policy will be evaluated within the review procedures of the school.

As for children of all abilities, individual targets will be set and progress against these targets will be monitored to assess effectiveness and value-added, with reference to discussions with staff and pupils and pupil's work. Targets will be reviewed regularly. The policy will be open to annual review by the named teacher, link governor and staff. This will consider particularly

- identification and monitoring issues
- parental involvement
- involvement of outside agencies and activities
- good classroom practice