

# Vernon Primary School Gifted and Talented Policy



What does outstanding provision look like for these children?

*'Pupils, and particular groups of pupils, have excellent educational experiences at school and these ensure that they are very well equipped for the next stage of their education, training or employment.'* OFSTED 2014

## Principles

Our school is committed to ensuring that learning is challenging and enjoyable for all children, in order that all pupils, including the gifted and talented, achieve their full potential. We recognise that children learn in different ways and that progression in their learning happens at different times and different rates. Children identified as having particular strengths in different aspects of the curriculum will be given additional learning opportunities to develop, enhance, extend and display their abilities. We aim to have a coherent and consistent approach to gifted and talented children which is clear to staff, pupils and parents.

## Definition

Gifted and talented children form a diverse group that have a wide range of intelligences and patterns of attainment. *Gifted* children are defined as having evident high attainment or potential in one or more curriculum area (other than art, music, PE) and *talented* children as having evident high attainment or potential in the arts or sport.

Gifted and talented children may:

- ✓ show achievement or potential ability in a wide range of contexts
- ✓ demonstrate specific academic aptitude or affinity for any curriculum area
- ✓ be particularly creative
- ✓ be outstanding leaders or team-members
- ✓ show evidence of high attainment across a wide range of subjects
- ✓ be underachieving, their potential masked by other facts

## Identification

The purpose of identification is to determine a pupil's potential. At Vernon primary School, it is a starting point for promoting the needs of the gifted and talented and avoiding underachievement by planning for and providing more focused learning and teaching.

Characteristics that gifted and talented children are likely to show are:

- ❖ reading from an early age
- ❖ a very retentive memory
- ❖ thinking quickly and accurately
- ❖ being able to generate creative work solutions, often missing out the intermediate stages of an argument and making original connections
- ❖ working systematically setting high standards and can be a perfectionist
- ❖ working flexibly and applying existing skills, knowledge and understanding
- ❖ communicating thoughts and ideas effectively, having strong feelings and opinions
- ❖ achieving or showing potential in a range of contexts with a wide general knowledge and interest in the world
- ❖ being particularly creative, possibly with an unusual and vivid imagination
- ❖ being fascinated by, or passionate about, a particular subject or aspect of that subject.
- ❖ a longer attention span than their peers but lose interest when asked to do more of the same

A range of assessments are used for identification and to build up a picture of pupils' achievements and the way in which they learn and respond to different teaching techniques.

- Parents can be the first to recognise that their child is bright for his/her age and their views can be valued.
- In the Foundation Stage:
  - Baseline assessment on entry identifies literacy/numeracy skills.
  - Continuous observations of pupils' approaches and responses to their learning are an intrinsic part of the Foundation Stage Curriculum and all staff will have opportunities to identify high ability.
  - A checklist for 'More Able Pupils in the Early Years' will be used to support observations.
- In KS1 and KS2, assessment may include the use of both quantitative and qualitative data:
  - Teacher observation and assessment in a familiar context (written work and approach, strategies used, use of initiative, questions they ask etc.).
  - Test results.
  - Performance criteria (sport, creative arts).
  - Information from other teachers and professionals (education psychologist, sports/music teacher etc).
  - Information from others to take into account interests outside of school (sports clubs, music teachers, parents, peers, and the children themselves).

By the end of the first half of the Autumn Term each year, the class teacher identifies gifted and talented children in their class and reports their assessments to the Gifted and Talented Subject Leader on the identification proforma. The information is used to complete the Record of Gifted and Talented Children as the identified cohort for the academic year.

### Practice

At Vernon Primary School we use a range of teaching and organisational strategies to provide learning opportunities for all our children, which in their turn are opportunities for our gifted and talented children:

- developing an effective learning environment
- teaching at a faster pace – *acceleration*  
at greater depth – *extension*  
with more depth – *enrichment*
- high expectations of and high aspirations for pupils
- employing a range of questioning skills
- individual target-setting, involving pupils themselves in their learning
- curriculum planning for higher achievers
- organisational structures e.g. pupil groupings

*'Nobody else is quite like me'*

- use of other adults as mentors
- opportunities to celebrate achievements e.g. Praise Assembly, outside achievements posted on the website
- extra-curricular activities e.g. Art Club, French Club, Science Club, Dance Club, Football Club, Creative Critters
- enrichment activities within the classroom – in KS2, the ‘Enrichment Box’
- providing opportunities for children to extend their learning beyond the classroom- Enrichment and Extension activities on the school website.
- use of ‘Bloom’s Taxonomy’ model for higher order questioning and thinking skills – displayed in KS2 classrooms.
- Links with outside agencies – sports coaches(Tennis, Rugby competitions etc), Art / music workshops.

### Equal Opportunities

Every pupil, whatever their ability, is unique and has great potential. Each has individual needs that will be met regardless of gender, race or social class.

### Roles and Responsibilities

a) The Headteacher will ensure that effective procedures are in place for:

- identification of pupils’ abilities and talents
- a considered and coherent approach to gifted and talented pupils
- quality provision both within and beyond the classroom
- monitoring pupils’ progress so that all pupils have opportunities to fulfil their potential
- informing and involving staff, governors and parents and that coordination structures are in place

b) The subject Leader will:

- lead the development, implementation, monitoring and evaluation of the school’s policy for identifying its cohort of gifted and talented pupils and the learning and teaching provision for them
- hold and administer the Record of Gifted and Talented Children
- maintain a library of relevant documents and websites
- identify and undertake professional development activities, keeping up to date with and disseminating information about resources and training opportunities
- liaise with professionals from other network schools
- to act as a ‘champion’ of gifted and talented children by creating and sustaining positive attitudes to them, establishing a shared understanding of their academic, social and emotional needs and ensuring that they receive the right blend of challenge and support
- keep the governing body informed about the number of pupils identified and abilities represented and the strategies implemented to support them

c) A link governor is appointed from within the Governing Body

### Monitoring and Evaluation

How will we know our policy has made a difference?

- Ongoing liaison with class teachers to review the progress of pupils on the Record.
- Teacher records of levels of achievement and progress.
- Inviting pupil/parent evaluation and discussion of pupils’ needs (e.g. at parents evening).
- Observation of pupil motivation and response.

Lauren Mowat  
Subject Leader for Gifted and Talented Children

Chair of Governors .....
Date.....
Date to be reviewed.....