

Waterthorpe
Nursery Infant School



Gifted and Talented Policy

October 2017

Approved by: Steering Committee

Date: 11th December 2017

Next Review Date: Autumn 2020

Introduction and Definition

Every pupil, regardless of individual difference, is entitled to a curriculum which sets high standards and expectations.

Gifted and talented pupils have particular needs. Like all pupils, they need understanding and support, challenges and opportunities.

Gifted and talented pupils may be exceptional all-rounders. On the other hand, they may have specific talents and be good at just one thing.

We have a responsibility to identify and provide for these pupils.

We will work with parents and carers to ensure that gifted and talented pupils thrive at school and make appropriate progress.

- We will ensure that there is equality through school in the identification of children who are gifted and talented including those who belong to an ethnic minority group, are different genders or those who have a disability.

Aims

We seek to:

- * Identify higher attaining pupils (gifted)
- * Understand the needs of more able pupils
- * Provide appropriate differentiation in order to extend knowledge\skills\ understanding
- * Support the development and implementation of school policies for the provision of
Gifted and talented pupils
- * Promote good practice and provide materials to support teaching of the Gifted and
talented pupils

Identification

Gifted and talented pupils will initially be identified in the Early Years Foundation Stage through Assessment against the Early Learning Goals.

Pupils who enter school after the Foundation stage will be assessed through existing assessment procedures. On-going formative assessment will also identify children who achieve beyond original expectation (see Assessment Policy).

Gifted and talented children are identified as the children that we consider excel against age related expectations.

Methods of Achieving our Objectives

Good teaching involves catering for the needs of all pupils. The curriculum will provide opportunities to meet the physical, social, moral and intellectual needs of all the children.

We will:

- Follow the assessment procedures as set out in the assessment policy
- Maintain a register of gifted children
- Keep records of individual progress
- Have high expectations
- Regularly monitor, review and evaluate provision
- Ensure that provision includes all aspects of school life
- Share any knowledge that we have, of children's gifts/talents outside of school, with the Gifted and talented Co-ordinator
- Inform parents\carers of children's targets and progress
- Ensure that the needs of the whole child are being met by a broad and balanced curriculum
- Provide appropriate differentiation in order to extend knowledge, skills and understanding through enrichment activities
- Keep up to date with strategies and teaching styles
- Recognise and reward achievement

Resources

Teachers will provide enrichment activities as required.

Staff Development

All staff will be made aware of the key issues in the education of Gifted and Talented children. This will be done through staff meetings and INSET courses.

The role of the Gifted and Talented leader

The school has a designated leader for Gifted and talented pupils who supports and monitors work within the school. The leader keeps up to date with local and national developments and will disseminate this to staff.

Review and Evaluation

This document will be reviewed in the autumn term 2020

Equality Impact Assessment Template

| | |
|---|-------------|
| Name of policy or project being assessed? | Date |
| More Able and Gifted (Gifted and talented) Policy | 29/6/17 |

| | |
|-----------------------|----------|
| Priority Level | |
| High | |
| Medium | x |
| Low | |

| |
|---|
| Lead Officer: Helen Stokes |
| Members of the assessment team: Helen Stokes & Suzanne Marriott |
| Others involved in the assessment (peer review/external challenge): Steering Committee members |

| |
|---|
| <p>What are the aims of the policy or project? Clear criteria for the identification of gifted and talented. Strategies and approaches that will be employed for gifted and talented children</p> |
| <p>Who is the intended customer/service user of this project or policy? Staff and pupils</p> |
| <p>What are the desired outcomes from this project or policy? To ensure that gifted and talented pupils are identified and their needs are met</p> |
| <p>List any other key policies, procedures, projects or strategies that this policy/project has implications on: Assessment, recording and reporting, curriculum policies, Quality Mark, SEN, Teaching and Learning</p> |

| | |
|---|--|
| <p>What are the racial, disability and gender equality implications of the policy or project? All children have their talents/gifts identified regardless of any group they belong to</p> | |
| <p>Does the policy or project have any significant positive impact for:</p> <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled persons ▪ Men and women ▪ Boys and girls | |

| | |
|--|------------------|
| <p>Does the policy or project have any significant adverse impact for:</p> <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled persons ▪ Men and women ▪ Boys and girls | <p>No</p> |
| <p>Do you have any evidence?</p> | |
| <p>Is there any way that you could reduce or eliminate the adverse impact or increase positive impact?</p> | |

| | | | |
|--|-------------------|------------------|--|
| <p>Action to take : Include a statement about equality regarding the identification of children who are gifted and talented and belong to an ethnic minority group or who have a disability. (added 5/1/10)</p> | | | |
| <p>If you have indicated there is a negative impact, can it be justified?</p> | <p>YES</p> | <p>NO</p> | |
| <p>If you have indicated there is a negative impact and it cannot be justified, is it discrimination? N/A</p> | <p>YES</p> | <p>NO</p> | |
| <p>If you have answered YES, please list all the changes that you have made to eliminate this discrimination:</p> | | | |
| <p>Please state how will you monitor the policy or project?: Policy review (by staff/governors by dates on policy)</p> | | | |

| | |
|---|----------------------|
| <p>Signed (Person completing the form):</p> <p style="text-align: center;"><i>He O.</i></p> | <p>Date: 29/6/17</p> |
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