



Willow Tree Academy



Policy on Gifted and Talented Children

(see also Inclusion; Teaching and Learning)

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At Herringthorpe Junior School and across Willow Tree Academy, we believe that all children within our school community have equal rights to the opportunities offered by education.

This includes the right to:

- access high-quality educational experience;
- participate in a broad and balanced curriculum which challenges, motivates and rewards them;
- be part of the social life of the school.

In our school we aim that children should fulfil their potential in their academic, physical and creative achievements.

Statement of intent

In order to support our able, gifted and talented pupils we will:

- seek the participation of all students in learning that leads to the highest possible level of achievement and personal fulfilment;
- develop inclusive practice that will benefit all pupils;
- have high expectations that are supportive of academic success;

ensure effective practice that will lead to school improvement.

Definitions

In the national guidelines, the terms are distinguished as follows:

- 'gifted' refers to a child who has a broad range of achievement at a level well above average, typically in the more academic subjects;
- 'talented' refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.

Identification

Our identification strategy will make use of:

- test results;
- FFT projected data;
- teacher's professional judgement and understanding of a child (based on classroom observation, discussions with pupils, work scrutiny);
- background knowledge from parents;
- reading ages

The names of pupils identified as able, gifted and talented in our school will be recorded on the Gifted and Talented register so that their progress can be specifically

tracked. In addition, teachers will highlight identified pupils on their own tracking grids. Pupils may be identified at any time. Class teachers, the SENCO and the Head teacher should be fully involved in discussing individual pupils through Pupil Progress Meetings.

Provision

This will depend on the individual learning needs of the pupil and be in accordance with our Teaching and Learning Policy.

We will consider a range of strategies to support our Able, Gifted and Talented learners:

Organisational

Differentiated planning

Working with older pupils of a similar ability

Provision of activities and tasks which encourage deeper thinking and reasoning

Opportunities for children to work in a variety of grouping situations, e.g. whole class, group work, paired work, independent learning

Differentiated homework activities

Enrichment/challenge days

Celebration assemblies

Musical and sporting activities

Teaching

Effective use of computing and ICT to support and challenge pupils

Provide for a range of different learning styles

Provide opportunities to develop thinking skills, problem solving, higher order skills and communication skills

Partnership with parents

The involvement of parents and pupils in a partnership to support learning is crucial in determining educational outcomes. Where parents and pupils are actively involved in schools in the development and planning of the pupil's education, inclusion is more likely to prove successful.

We will therefore:

discuss a pupil's inclusion on the school's Able, Gifted and Talented register with his or her parents;

- liaise with parents at Parents' Evenings
- share flight paths to show progress to parents and the child

Monitoring and review

The governor with responsibility for inclusion issues monitors the school provision for gifted and talented pupils. The governor will work with the school's gifted and talented coordinator in support of the school's efforts to help these pupils to reach their full potential.

The coordinator for our provision for gifted and talented pupils provides feedback to the governing body on an annual basis. The monitoring includes feedback from parents and children, as well as regular classroom observations of teaching and learning, and termly evaluations of children's written work.

The coordinator collects samples of work from the higher achievers, in order to demonstrate the standards that they are achieving. We use these examples to inform the process of identifying gifted and talented children.

This policy will be reviewed every two years, or earlier if necessary.