ANSTON BROOK AND WOODSETTS FEDERATION

GIFTED AND TALENTED POLICY
Gifted and Talented Policy

Rationale

Our mission statement at Anston Brook and Woodsetts Federation is underpinned by our values about education. We believe in developing active learners who are independent and self-directed. We aim to develop dedicated life-long learners who will reach their true potential and who are and will be ready to take their place in society.

We believe that all children are entitled to make the greatest progress possible through the provision of a stimulating and challenging curriculum and as such we are committed to responding to, promoting and celebrating high levels of achievement, both social and academic, within school and in the local community.

There is now a national expectation that all schools will meet the needs of their gifted and talented pupils that fits with the personalised learning agenda and national curriculum.

In accordance with the wider aims of the school, it is our aim to foster a culture where all pupils:

- Believe in themselves
- Have high aspirations and a desire to learn and excel
- Achieve their potential by having access to a broad and balanced curriculum, matched to their abilities and needs

This policy is intended to ensure that any special abilities or talents are identified as early as possible and developed during the children’s time at Anston Brook and Woodsetts Federation.

It is our intention that all children:

- Should have learning experiences, that are memorable and exciting
- Are challenged and stimulated to perform at the highest level
- Feel that they and their achievements are valued by staff, peers and parents

Our principal aims are to:

- Ensure that all staff can successfully identify able, gifted or talented children;
- Provide an education which is appropriate to the abilities and needs of such children;
- Develop the children’s thinking skills through extended and enriched learning activities;
- Develop the specific skills or talents of each child through personalised learning;
- Be concerned not only for children's academic development, but also for their social, moral, spiritual and emotional development;
- Involve and encourage parents in meeting the needs of their able, gifted or talented children.

Definitions

The school recognises, in accordance with DfES (Excellence in Cities G and T strand) and government guidelines that:
• Able pupils are typically advanced in comparison with the average for their year group, but not significantly so (about one third of the class). A cohort of approximately 10% of the school’s population will be identified (with 7% gifted and 3% talented).
• A gifted pupil is one who demonstrates ability, or the potential to perform at a significantly higher level (1 level above national expectation) than most pupils of the same age in one or more subject areas.
• A talented pupil is one who performs well in the specific fields of art, music, PE, sport or drama or shows an exceptional talent such as leadership, creative imagination or social maturity.

**Identification**

Identification of gifted and talented children will be through a balance of different approaches, and an Able, Gifted and Talented Child Register will be drawn up on the following of evidence:

- Results of national standardised tests (SATs, QCA non-statutory SATs and PIPS)
- Teacher assessments and professional judgements
- Observations made by the class teacher and other staff
- Observations made by relevant outside agencies, such as sports clubs or music teachers
- Parent identification of particular gifts and talents

In accordance with the equal opportunities policy, all pupils, regardless of gender, religion, race or those with specific special needs will be considered in the process of nominating the cohort.

**Provision**

This involves the following strategies:

- **Expert provision** – enabling expert visitors to come to school to make a contribution to teaching, bringing special knowledge, skills and understanding; e.g. Head of Mathematics from the secondary school to teach the gifted group in year 6.
- **Focused teaching** – setting aside specific, planned time to engage with identified individuals or groups of children in line with their attainment and progress;
- **Ability grouping** – facilitating smaller teaching groups of pupils with similar attainment levels, including groups of higher attainers.

**In-class approaches**

At Anston Brook and Woodsetts Federation, teaching and learning includes the following strategies and opportunities:

- **Challenge** – providing activities and experiences with extension and enrichment, which engage interest, and stimulate thought and action at a high level.
- **Assessment for learning** - children are given stars for success that relate to the lesson learning objective. The children use diagnostic assessment and peer marking to complete their stars to success before the teacher’s assess their achievement - see teaching and learning policy.
- **Enrichment** – adding breadth and range to a child’s attainment and progress through activities and experiences which consolidate and widen the child’s knowledge, skills and understanding; for example, from foundation to year 6 we use the TASC model for teaching and learning where children develop their own learning. All planning includes
‘community and enterprise’ where children gain a real purpose for their learning and meet inspiring professionals from the community.

- **Extension** – providing opportunities for children to increase the depth of their knowledge, skills and understanding; for example, everyday the children discuss a thinking picture from BING. Assessment focus related; teaching learning in line with future year’s programmes of study; knowledge of KS3 programmes of study for Y6.
- **Specialist teaching** – providing teaching that utilises the particular skills and expertise of individual teachers.
- **Team teaching** – team-based approaches throughout the whole school, which enable the skills or enthusiasms of particular teachers to be made more widely available to able, gifted and talented children; e.g. consistency of approach throughout the school; team planning – not just content but strategies for learning and teaching; open nature of the staff and sharing of good practice; strong support staff.
- **Differentiation** – modifying the learning experiences of able, gifted and talented children so as to promote the opportunities for them to engage primarily in higher-order thinking.
- **Group tasks** – undertaken to promote social skills, leadership, co-operative decision-making and creative thinking (e.g. running tuck shop, school council)
- **Open ended tasks** - to allow creative thinking to take place, for example, TASC approach to teaching and learning.

**Out-of-class activities:**

- Sports practice
- Competition opportunities;
- Special events – e.g. field trips, residential visits;
- Challenge projects for able, gifted and talented children; e.g. ‘Real-life’ maths
- Family, City and National level activities
- Visits by experts – e.g. string quartets, footballers, basketball players, artists, scriptwriters and filmmakers.
- Outside expertise brought into the school where appropriate.
- Music and drama performances.

**Roles and Responsibilities**

The school’s Able, Gifted and Talented Child subject leader will:

- Support staff in the identification and setting-up of provision for able, gifted and talented children;
- Collate and monitor the register of able, gifted and talented children;
- Promote the school’s agreed policy and practice with regard to the teaching and learning provision for able, gifted and talented children;
- Audit the quality of provision, write action plans for school improvement, and monitor and evaluate progress with such action plans, in partnership with the school’s leadership team and the governing body;
- Update colleagues on best practice or new initiatives as they arise;
- Liaising with other G&T subject leaders and specialist to share information.
The class teachers will:

- Fulfil their role in the identification and nomination of able, gifted and talented children;
- Complete the register for their year group;
- Deploy the agreed professional approaches to the development of able, gifted and talented children;
- Ensure that the parents of able, gifted and talented children have ample opportunity to contribute to, and receive feedback about, the assessments of their children’s progress.

**Resources**

School resources and outside agencies (i.e. visitors to school) to sufficiently challenge more able and gifted and talented children will be provided as the budget allocation allows and will be shared equally amongst classes in the school.

**Evaluation & Monitoring**

The progress of the cohort will be monitored and evaluated through a range of strategies:

- Provision of data from SAT’s and tracking devices to show progress of cohort
- Predictive information to set challenging targets for the future
- Teacher evaluation of enrichment and extension activities in the classroom
- Classroom observation by Head teacher and subject leader

**Further reading and resources:**

- More Effective Resources for Able and Talented children; Barry Teare
- Teaching Young Gifted Children in the Regular Classroom; Smutny, Walker and Meckstroth
- Using Thinking Skills in the Primary Classroom; Peter Kelly
- Start Thinking

http://www.nationalstrategies.org.uk
www.youthsporttrust.org
Simple guide for parents of gifted and talented children:

http://www.bbc.co.uk/schools/parents/gifted_and_talented/
QCA – guidance on subject identification, http://www.nc.uk.net/gt/
Gifted and Talented Education Guidance on preventing underachievement: a focus on children and young people in care.
Policy Reviewed on: October 2017
Policy updated on: October 2017

Policy agreed by:

____________________________________________________ (Please sign)
____________________________________________________ (Print name)
____________________________________________________ (Designation)
____________________________________________________ (Date)

Agreed by the Governing Body: ______________________________________

Policy to be revised on: AUTUMN TERM 2020