



GORING C.E. PRIMARY SCHOOL GIFTED AND TALENTED POLICY

Policy Approved by Headteacher on ...25 November 2020

Signed Chair of Governing Body

Review Date ...November 2022

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1. Rationale

“All children, including the most able, have the right to a challenging and appropriate education. There have been far too many instances of able and talented pupils being left unfulfilled, bored, under challenged or frightened to use their abilities for fear of peer pressure.”

Ruth Railton: Daring to Excel

As a school, we are committed to meeting the needs of all pupils and as such, we need to ensure that more able and talented pupils have the necessary opportunities to use their abilities and to excel.

“Our intention is to give children confidence in themselves by promoting appropriate skills and attitudes so that we can help them develop their **individual** talents and abilities to the full.”

2. Aims

- 2.1 To identify and make effective provision for gifted and talented pupils in a secure yet challenging educational environment that will stimulate their interests and allow them to achieve to the best of their ability.
- 2.2 As a school we endeavour to provide:
- An environment in which achievement in all activities is valued and celebrated.
 - An environment in which students can achieve excellence without embarrassment or fear of recrimination or stereotyping.
 - Awareness of the particular educational needs which gifted and talented students have, in order for them to reach their potential.
 - Strategies within and out of the classroom to enable able students to cope socially and emotionally with their skills or attributes, and which will promote the development of self-esteem and self-confidence.
 - Opportunities for our able students to reach their full potential by providing a sufficiently challenging curriculum.
 - Encouragement to use high-order thinking skills, pose hypotheses and facilitate the development of their own enquiry skills.
 - Access to differentiated provision through enrichment and extension activities in all subjects.
 - To provide a partnership with parents of these students to ensure good communication and support.

3. Definition

Gifted and talented children fall under the umbrella of able children. This however is not specific enough and as the title is split into two parts so are the children, Gifted and Talented.

- 3.1 Gifted children are children who excel in the more traditionally academic subjects of English, maths and science. It is important to recognise that not all able students are obvious achievers, many under-achieve. A student may fulfil many of the criteria for gifted yet under-perform at school.
- 3.2 Talented children are children who excel in the less traditionally academic subjects. These children will show a talent for all other subjects in the primary curriculum. Design and Technology, ICT, History, Geography, Music, P.E. Art and Design, RE and PSHE.
- 3.3 Overall, the school should have 5–20% gifted and talented children on register. Of this number, two-thirds should be gifted but this figure is flexible.

4. Identification and Monitoring

4.1 Identification of gifted and talented children will aim to utilise the assessment of teachers and tests already in place in the school.

4.2 The techniques used primarily will be:

- Tests: For example SATs, reading tests, standardised scores and any other forms teachers use.
- Teacher identification: Due to the length of time teachers spend with children and their continuous assessment of children, teachers are best placed for assessment. This means that teachers will put forward nominations of children.
- Parent identification: The school will endeavour to provide a link with all parents - in particular, those of gifted or talented children. The school will use this input of extra-curricular experience in its monitoring and assessment of the gifted and talented.
- Co-ordinator: To monitor and assess the gifted and talented children.

5. Approach

5.1 Goring Primary School aims to cater for children of all needs through a variety of methods. These methods are adapted to cater for the gifted and talented as well.

5.2 The different approaches are:

- Differentiated tasks including extension activities and adult support.
- The school provides extra-curricular activities, including sports clubs, music and drama.
- There are often inter-school opportunities for gifted and talented children which the school takes part in.
- The school takes part in local and national competitions to extend the gifted and talented children – eg, sports competitions, science competitions, art competitions and writing competitions.
- Parents are signposted to extra-curricular activities that enhance provision for gifted and talented children

6. Co-ordinator responsibilities

6.1 The co-ordinator is responsible for several aspects involving the education of gifted and talented children. These are as follows:

- Maintain a list of the most able students.
- Monitor and assess the gifted and talented children.
- Be the link between school and parents where necessary.
- Ensure appropriate information is passed on at transition points.