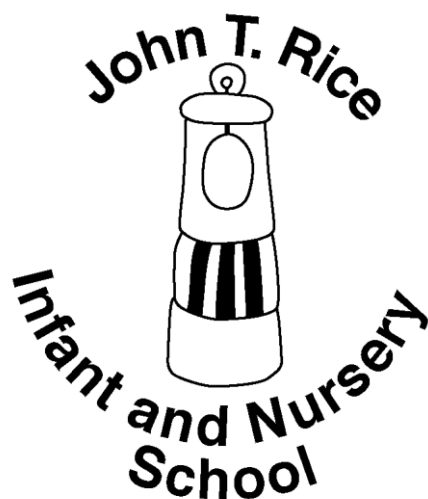


# John T. Rice Infant and Nursery School

## Gifted and Talented Policy



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## **Gifted and Talented Policy**

### **Rationale**

Our school aims emphasise that we strive to meet the needs of all our pupils; this includes those who are gifted and talented (G & T). All children have an equal right to be supported to reach the next step in their learning.

We believe that G&T pupils need encouragement and support to maintain their motivation and fully develop their abilities and talents.

We feel outstanding learning must be about innovation.

We understand that by meeting the needs of our G & T children, we will enhance and enrich the quality of learning and teaching for all.

### **Definitions**

We use the terms 'gifted' and 'talented' when referring to children of high ability. There are many definitions for these terms, and some of these are used interchangeably. At John T. Rice School, we have decided to use the terms:

**'Gifted'** learners are those who achieve, or have the ability to achieve, at a level significantly in advance of their peer group. This may be in all areas of the curriculum or within a limited range.

**'Talented'** learners as those who have abilities in non-academic areas including art and design, music, PE, or performing arts such as dance and drama.

### **Identification/Expected standards**

The identification process is on-going and involves staff, pupils, parents and carers. The strategies/procedures that we use include:

- Tracking of data from internal tests
- National Curriculum test outcomes
- Classroom observation and on-going classroom assessment
- Examination of pupil work
- Information from parents and carers
- Information from previous schools/teachers or pre-school records
- Information from other professionals e.g., Educational Psychologist, Pre-school support
- Discussions with pupils

- At John T Rice nursery and Infant School, we recognise that not all children perform well in tests therefore children who meet the criteria on day-to-day observations and the work that they produce will also be labelled as G&T learners

***We record our G & T pupils on the SEN register.***

- The register is based on teacher nominations, drawing from the sources of information above. The register is subject to on-going monitoring by the SENCO and PSP's which are reviewed termly by the class teacher.
- The register is a working document. While we would consider very carefully the decision to remove a child from the register, we must have the flexibility to do so.
- At Foundation Stage, with children's interests and abilities moving at different speeds due to different home provision, we believe it is only appropriate to make very provisional judgements. However, it is anticipated that G & T children will be achieving Exceeding in some or all areas of the Foundation Stage Profile at an early stage.

**School Provision**

To meet the needs of our G & T children, we consider the following strategies:

- Working in ability groups
- Withdrawal (e.g:- enrichment/extension opportunities with others of like ability, master classes)
- Trips & experience using providers from outside of school staff
- Opportunities to work with visiting experts (e.g:-author visits, artist visits, history days, theatre groups)
- Extended Curriculum work.

**Within the classroom**

What happens in classrooms is central. This is where children in school spend most of their time. Provision for our G & T children is an integral part of the learning opportunities that we provide for all. Good teaching for G & T pupils is frequently good teaching for everyone.

We aim to provide an effective learning environment where:

- Children's own interests and learning styles are valued
- Assessment is used to determine what is already known as well as what has been learned & is used to identify next steps for learning
- Clear differentiation is planned for within in learning opportunities that are shared and links are made across the curriculum.
- Open ended tasks and activities with many possible outcomes.
- Opportunities to sustain effort over a longer period of time.
- Children are given access to higher-order tasks.

- Tasks are suitably pitched and offer variety and interest and homework is differentiated where appropriate.
- A range of questioning techniques are used to extend and reflect upon learning.
- Regular feedback is provided and children's skills in evaluating their own learning and progress are developed (see assessment policy).
- Children are encouraged to: develop their independence and use their initiative; take risks and see that failure can lead to better learning.
- Children feel supported and valued & success is celebrated.

### **Fundamental British Values**

Children are given the opportunity and freedom to be individual in their work. The freedom to be independent in their work gives our students ownership and allows them reflection time which will be a valuable skill for their future. Our RSHE curriculum is designed to develop reflection; our learners consider how their behaviours can affect the wider society.

### **Beyond the classroom/ Links to providers**

Out of class activities provide opportunities for all and support for enriching the expertise and talents of our G & T children.

G & T pupils will have access to:

- school clubs and visits
- entry for local and national competitions

We will also seek to direct children to local, regional and national opportunities that will develop their abilities and skills.

### **Parents/Carers**

Parents can support their G & T child by:

- telling the school about their child's talents and abilities beyond the classroom
- taking an interest in homework activities
- seeking advice when their child is experiencing difficulties
- encouraging their child to take part in worthwhile out-of-school activities (e.g. Master classes, Summer schools)

### **Leadership and Management** (including monitoring arrangements)

- All teachers are responsible for meeting the needs of G & T children in their classes.
- Curriculum will review provision and resources for G & T pupils as part of their role.
- Classroom provision will be monitored through the school's on-going self-evaluation procedures and review of Pupil Support Plans or learning maps.

- The academic progress of G & T pupils will be monitored within the arrangements made for the monitoring of progress of all pupils: through target setting and through on-going pupil tracking through Classroom Monitor.
- The class teacher should inform the SENDCO when a child has been placed on an Pupil Support Plan for being identified as G&T.

The school's Gifted & Talented Leader (SENDCO) will be responsible for:

- Reviewing and updating policy and practice, including planned review of school provision against the DfES National Quality Standards in Gifted and Talented Education

This will include

- Co-ordinating/delivering staff training
- Maintaining the register in consultation with other staff and supporting staff in the identification of G & T pupils
- Organising co-ordinator monitoring of the school's provision for pupils identified as
- Informing and liaising with governors
- Encouraging teachers and teaching assistants to collect samples of work from G & T children to demonstrate the standards that they are achieving and to further inform the process of identification

The Headteacher and Governors are responsible for monitoring the implementation of this policy. This policy links to our Special Educational Needs Policy, Fundamental British Values Policy and Assessment Policy,

**This was reviewed in the Spring Term 2022 and will be reviewed in the Spring Term 2025**