



"A small school with a huge heart."

Gifted and Talented Policy

Last reviewed

October 2022

Next review due

October 2023

Introduction

At Buildwas Academy, we believe that all pupils should receive a broad and balanced curriculum that offers support and high expectations to help all our children develop the self-confidence needed to succeed in modern day Britain. Children are respected as individuals and we work to ensure that their needs are valued so that all children can fulfil their potential in their academic, creative and physical achievements. Identifying a wide range of abilities and talents and providing opportunities for pupils to develop and make the greatest possible progress within them is fundamentally important for their learning. Furthermore, we believe we can make a difference to developing our pupils' social and emotional skills as vital elements in the growth of the whole person.

Aims

Our aim is to develop and provide appropriate levels of challenge for all pupils by ensuring a consistent approach to the identification and support of gifted and talented pupils through:

- An identification of gifted and Talented pupils as early as possible.
- A range of qualitative and quantitative data to identify our most able learners.
- Ensuring that all staff obtain appropriate support and training in identifying and providing for the most able pupils.
- Providing support and challenge in the classroom.
- Building on existing systems of monitoring and evaluation to track the progress of these pupils.
- Working with parents/carers to help pupils be ambitious and to achieve their potential.
- Offering a variety of additional opportunities to enhance the experiences of our most able pupils

Definition of terms

Genius – An exceptional intelligence or creative power or other natural ability or tendency that would be internationally recognised. (E.g. Mozart, Olympic medal winner, Oscar winner)

Exceptionally Able – An intelligence or creative power or other natural ability or tendency that would be nationally recognised. (E.g. On the county or national team)

Gifted – The top 5% of age related intellectual or academic ability within the school.

Talented – The top 5% of age related practical or creative power or other natural ability or tendency within the school.

Dual or Multiple Exceptionalities (DME) – A child with a disability or other special educational need or additional educational need, that is also gifted, talented, exceptionally able or genius in another area. (E.g. An autistic child with an exceptional calculating ability)

Passionate/More able– children who have the potential to or who are working above age related expectations in academic or practical subject areas within the school.

Roles and Responsibilities

It is the responsibility of the Gifted and Talented Co-ordinator to:-

- Ensure that staff have access to appropriate resources,
- Identify the training needs of new members of staff,
- Offer support and guidance to ensure staff are meeting the needs of gifted and talented children,
- Keep a register of gifted and talented children,
- Liaise with the Head of School,
- Review the effectiveness of the policy,
- Have an overview of the teaching of gifted and talented within the school.

It is the responsibility of the subject leads to:

- Have an overview of the provision of the planning for the teaching of those children identified as gifted or talented or passionate,
- Organise and plan gifted, talented and passionate pupil opportunities for children during the academic year,
- Liaise with other schools/gifted and talented workshops/events,
- Share with parents/carers after school/extra-curricular workshops/events/activities.

It is the responsibility of the class teacher to:

- Ensure the children identified as gifted or talented have provision which is challenging and appropriate to their needs through appropriate differentiation and resources,
- Regularly assess children for ALL subjects using summative assessment methods and report these scores to curriculum leaders.

Identification

There is a wide range of identification strategies available to assist. It is important to note that no single process should be used in isolation. The identification process needs to be ongoing. In the case of children with Dual or multiple exceptionalities the class teacher should liaise closely with the SEND co-ordinator as assessments may need to be tailored to meet the specific needs of the child.

Gifted and Talented pupils are identified through a wide range of evidence, for example:

- pupil's work
- reports from previous schools
- teacher nomination
- parent nomination
- self or peer nomination
- outside agency information/ nomination (e.g. afterschool sports clubs)

When identifying Gifted, Talented and Passionate pupils we look for the following:

- thinking skills
- creative flair
- stamina and perseverance
- communication skills
- ability to take on demanding tasks
- arguing and reasoning
- awareness of language
- a passion for particular subjects
- working at an above expected attainment for age

Pupils identified as Gifted, Talented or passionate in our school will be recorded on a register so that their progress can be tracked. Pupils can be identified at any time. Class teachers and the Gifted and Talented leader are expected to be fully involved in discussing individual pupils. Identified pupils will remain on the register unless they cease to meet the criteria for nomination.

Monitoring and Tracking:

- All class teachers are responsible for monitoring the progress of all pupils they teach including the gifted and talented.
- Pupil progress meetings are carried out each term providing opportunities to monitor progress and attainment across the core curriculum areas.

- Use of prior attainment data (EYFS, KS1 SATs) to predict potential attainment at KS2 and monitoring pupil progress against this.
- Outcomes of pupil work in book scrutiny.
- Regular review of able children's progress using the tracking system.
- Pupil perceptions and responses in the form of questionnaires and discussions.

When a pupil is recommended as being able and talented, it is the responsibility of the Gifted and Talented Coordinator to explore this. This may be done by the following means:

- Discussion with the pupil.
- Discussion with relevant staff to include data and evidence of pupil's work where applicable.

Staff will use the Gifted and Talented register to identify pupils and provide appropriate provision for them in lessons. Towards the end of each academic year each class teacher will be asked to review the lists of their gifted and talented pupils for each year group.

At this point the following options are possible:

- Pupils currently on the register remain on the register (no evidence required).
- Pupils could be added to the register (based on quantitative and qualitative data).
- Pupils could be removed from the register if they no longer meet the criteria (brief reasons for this removal must be given to the coordinator for this. This information will then be used to form the Gifted and Talented register for the following year.

Provision in class

Strategies include:

- Assessment of learning to guide individual planning and target setting.
- Provision for extending the breadth and depth of understanding.
- The use of open-ended tasks, enrichment and extension activities.
- Differentiated resources and tasks within curriculum areas.
- Higher order questioning techniques linked to Bloom's Taxonomy.
- Flexibility and organisation of pupil groupings (mixed ability groups, ability groups, whole class, paired, independent) and acknowledgement that whilst there may be a higher amount of able and talented pupils in some groups there will be pupils who have talents in all groups.
- To develop more independent learning by allowing pupils to organise their own

work, to carry out tasks unaided, evaluate their work and become self-critical.

- Celebration school book and assemblies.

Provision out-of-class

Strategies include:

- clubs and class/school trips
- collaboration with able and talented pupils from other schools (challenge days and sports competitions, clubs)
- use of homework, ICT
- competitions
- encouragement of pupils to enter local and national events
- Networking link with other schools
- Musical concerts and performances

Continuity and Progression

- Information on pupils is provided on transfer between classes,
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Continuing Professional Development

- Regular training for Co-ordinators and Directors/Advisory Board,
- Appropriate in-service training for all staff,
- Involvement in partnership co-ordinator meetings and training initiatives.

Evaluation

Provision for able and talented pupils will be a regular part of the school's monitoring of teaching and learning. At Buildwas Academy we want our pupils to believe they can aspire to achieve their individual goals and full potential. The able and talented coordinator will review the progress of pupils identified on the register termly. An integral part of including and challenging the Gifted and Talented pupils is to ensure our staff feel confident in our offer of appropriate levels of challenge. In this aspect of Teaching and Learning success will be measured by academic performance and the confidence and independence our pupils show in and out of the classroom.