



## **The Queen's Church of England Primary School**

*Encouraging every child to reach their full potential, nurtured and supported in a Christian community which lives by the values of Love, Compassion and Respect.*

# **THE QUEEN'S SCHOOL Gifted and Talented Policy**

Agreed by: Curriculum and Standards Committee

Date: November 2015

Review Cycle: 3 years

Next Review Date: 2018

All the Queen's School policies should be read in conjunction with the Equality Policy.

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# The Queen's Church of England Primary School

## Gifted and Talented Policy

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## Introduction - Glossary of terms

### **Gifted:**

Children who demonstrate higher than average age-related intellectual or academic ability in one or more core subjects.

### **Talented Children:**

Children who demonstrate higher than average age-related practical or creative ability in non-core subjects.

### **Gifted and Talented Children:**

Children with an all-round high ability are considered both gifted and talented.

### **Exceeding Children:**

Children who have the potential to work, or who are working at a secure plus or mastery level in the Key Performance Indicators (KPSs) for their age in academic or practical subject areas.

## Rationale

At The Queen's Church of England Primary School all staff aim to maximise every child's learning by ensuring that each child is challenged and receives the support and inspiration they need to achieve. This is underpinned by our core values of love, compassion and respect.

'Challenge for all' is our teaching focus. Thus the whole child's needs, interests and aptitude, are established when identifying gifted, talented or exceeding learners.

## Aims

We aim to provide gifted, talented and exceeding children with a broad, balanced and enriched curriculum that provides effective challenge and support through:

- Identification of gifted, talented and exceeding children being consistently reviewed
- Providing effective provision within a stimulating learning environment where all staff are confident in using a range of strategies to meet the needs of gifted, talent and exceeding learners.
- A differentiated curriculum where appropriate, that is evident in both planning and delivery of the curriculum.
- The attainment and progress of gifted, talented and exceeding pupils is monitored within the school cycle of target setting, assessment and reporting.

## Identification

This policy provides a definition of the terms 'gifted', 'talented' and 'exceeding' children and staff are familiar with these definitions. We maintain and update a register of gifted and talented learners for each class in their Inclusion file.

Identification is made through the following groupings:

- Highly intellectual ability

- Mechanical ingenuity
- Physical talent
- Visual performing abilities
- Creativity
- Outstanding leadership and social awareness

Class teachers and the Gifted and Talented Co-ordinator endeavour to provide opportunities that will draw out specific gifted and talented traits in children, helping them to develop their talents within school and regularly celebrate their achievements both in and out of school.

Exceeding children are identified by their attainment and progress and are monitored within the school cycle of target setting, assessment and reporting.

Identification is usually made through:

- Teacher nomination
- Dialogue with parents/careers.
- Reports from previous schools
- Test results/ teacher assessments
- Pupil's work
- Response to increased challenge
- Information provided by external agencies (e.g. sports organisations, music tutors, etc.)

## Effective Provision

Teachers seek to use a range of strategies to meet the needs of gifted, talented and exceeding learners including setting in some year groups and ability grouping in all year groups.

*Teachers ensure appropriate provision in lessons by:*

- Developing an effective learning environment.
- Ensuring the curriculum is differentiated and planned effectively to the needs of all learners.
- Differentiating through pace, task, dialogue, support, outcome, resourcing, content and responsibility.
- Establishing a learning culture where teachers model the language of the learning process through the use of Queen's learning certainties.
- Encouraging creative thinking by using and asking a variety of questions e.g. open-ended to extend learners thinking skills
- Involving learners in self-assessment and or peer assessment
- Displaying or have available examples of gifted and talented work to raise expectations of staff and learners.
- Checking learning activities to make sure that they offer challenges that deepen and broaden knowledge, understanding and skills that enable mastery of the Key Performance Indicator (KPI) statements for the year band.
- Ensuring challenging targets set are and tailored to each individual child, based on their starting point. Enabling every child to know what the next step in their learning should be.

A range of assessment processes are used to support the planning and provision of learning opportunities for gifted, talented and exceeding learners. Testing is carried out using school based and national tests, Target Tracker data, pupil self-assessment, dialogue with pupils, written and oral feedback and target setting.

### **Extending and enriching the curriculum**

Learners are provided with a range of opportunities outside the classroom to provide challenge for all by:

- Visits from experts and the provision of a range of materials and resources
- Visits/workshops from poets, writers, artists, musicians etc.
- Residential or class trips
- Use of subject specialists
- Use of additional support, Teaching assistants (TA's) or other adults, for one to one and or group work to extend children in a specific area
- Links with outside agencies (e.g. music tuition, sports coaches etc.)
- Clubs at lunchtime or after school covering a range of subjects
- Participation in special competitions both in and out of school e.g. Q Factor.

Gifted, talented and exceeding learners also have access to a range of opportunities beyond the classroom, including those provided by the borough. The Gifted and Talented Co-ordinator monitors those opportunities and evaluates their impact on learning.

### **Parental consultations**

The gifted and talented learners register is held within school, parents are notified only when their child takes part in an enrichment activity.

Parents are kept fully informed of their child's attainment and progress, thus parents are informed during parent consultations that their child is achieving /working at secure/ secure plus/ mastery level within the expected age band.

### **Impact**

That all children have access to 'challenge for all' and the pace of learning is suited to their needs.  
That exceeding children receive the support, differentiation and extension they need to reach their full potential and progress towards attaining the highest standards possible.

That gifted and talented children experience enrichment opportunities that develop and enhance their skills.

That 100% of gifted and talented or exceeding children will surpass or achieve expected levels of progress working completely at secure or secure plus level within their expected age band.

It is ensured that the most able pupils have sufficient challenge to enable them to make the fastest progress possible.

That exceeding children achieve secure + by the end of the year in the subject(s) that they are defined as exceeding in.

The curriculum enables exceeding children to achieve mastery in all the KPI statements relating to the area of the curriculum they are defined as exceeding in.