



Highfields Independent School and Day Nursery

Gifted and Talented Policy

Last Reviewed:	February 2021	Approved on:	
Committee Responsible:	Pupil and Personnel		
Approved by:	Full Govs	Next Review:	30.06.2022

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 and T). All children have an equal right to be supported to take the next step in their learning.
- We believe that G and T pupils need encouragement and support to maintain their motivation and fully develop their abilities and talents.
- We believe outstanding learning must be about innovation.
- We firmly believe that by meeting the needs of our G and 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 Highfields 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. See Appendix 1: Howard Garner's Model of Multiple intelligence.

'Talented' learners are those who have abilities in non-academic areas, including art and design, music, our active enrichment curriculum, 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, particularly CATs from Form 3
- Cambridge 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

The School's agreed quantifiable bench marks for identifying children as 'gifted' and more able are:

- Scoring at or above 8,8,9 in CATs
- Meeting the statements below **IN MOST ABLE:**

Year	More Able Criteria	Most Able
Reception	2C - 13	2B – 15
Year 1	2A - 17	3C - 19
Year 2	3B - 21	3A - 23
Year 3	4C - 25	4B - 27
Year 4	4B - 27	4A - 29
Year 5	5C - 31	5B – 33
Year 6	5B - 33	5A - 35

- Highfields recognises that not all children perform well in tests therefore children who meet the criteria on the identification checklist (Appendix 3) will also be labelled as G and T learners.

We record our G and T pupils on the SEN register and in Engage.

- 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 PLTs 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 and T children will be achieving level 9 in some or all areas of the Foundation Stage Profile.
- Children will not be placed on the G and T register until the end of Form2 unless there are exceptional circumstances.

School Provision

To meet the needs of our G and 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 workshops.

Within the classroom

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

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 and T children. G and T pupils will have access to:

- school clubs and visits
- Peripatetic music lessons
- 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 and 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 and T children in their classes
- Subject leaders will review provision and resources for G and T pupils as part of their role
- Classroom provision will be monitored through the school's on-going self-evaluation procedures and review of PLTs
- The academic progress of G and T pupils will be monitored within the arrangements made for the monitoring of progress of all pupils: through target setting; through on-going pupil tracking; at the end of key stages and through end of year assessments
- The class teacher should inform the teacher when a child has been placed on PLT for being identified as G and T

The school's Gifted and Talented Leader 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-coordinating/delivering staff training
- maintaining the register in consultation with other staff and supporting staff in the identification of G and T pupils
- organising co-ordinator monitoring of the school's provision for pupils identified as G and T in their subject area
- liaising with governors
- encouraging subject co-ordinators to collect samples of work from G and T children to demonstrate the standards that they are achieving and to further inform the process of identification

- informing and liaising with governors

The Headmaster and governors are responsible for monitoring the implementation of this policy.

This policy links to our Special Educational Needs Policy, Assessment Policy, Curriculum Policy and Inclusion Policy.