

Kentmere Academy and Nursery

Gifted and talented policy



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Introduction

Our school strives to make the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. The purpose of this policy is to help to ensure that we recognise and support the needs of those children in our school who have been identified as “gifted” and/or “talented” according to national guidelines. Gifted and talented learners are defined as those children and young people with one or more abilities developed to a level significantly ahead of their year group (or with potential to develop those abilities).

Definitions

- “Gifted” refers to a child who has a broad range of achievement at a level well above average, typically in the more academic subjects;
- “Talented” refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.
- “More able” refers to a child achieving high levels across the curriculum, or in particular skills or aspects of subjects.

Aims and objectives

Our aims are to:

- Ensure that we recognise and support the needs of all our children;
- Enable gifted and talented children to develop to their full potential;
- Offer gifted and talented children additional opportunities to generate their own learning;
- Ensure that we challenge gifted and talented children appropriately and extend their learning through the work that we set them;
- Encourage these children to think and work independently.

Identification of gifted, talented and more able children

We are well aware that there will be gifted and talented children in almost all classes. We will make provision for these children within the normal class teaching, but sometimes we will provide enrichment or extension activities to promote their skills and talents still further.

We use a range of strategies to identify more able and very able children. The identification process is ongoing and pupil profiles begin when the child joins nursery or school. Each child’s Foundation Stage Profile gives details of their achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records. At the end of the Reception year, the Foundation Stage Profile is completed, giving information about their developing skills and aptitudes across several areas of learning.

As the children progress through school, they are assessed regularly to ensure that they are making progress. The children in Year 2 and Year 6 undertake the national SATs tests. Teachers also make regular assessments of each child’s progress in all subjects of the National Curriculum. We compare the information from these tests with a range of national and LA data, in order to ensure that each child is making appropriate progress.

Parents have the opportunity at any time to discuss their child's progress. Teachers report annually on each child's progress, achievement and attainment in July.

Once identified, the class teacher will work alongside the Gifted and Talented Co-ordinator to validate this nomination with assessment data. If agreed that the criteria are met, the child's name is entered in the G&T register.

Characteristics

Gifted children in English are identified when they:

- Demonstrate relatively high levels of fluency and originality in their conversation;
- Use research skills more effectively to synthesise information;
- Enjoy reading, and respond to a range of texts at a more advanced level;
- Use a wider vocabulary, and enjoy working with words;
- See issues from a broader range of perspectives;
- Use more advanced skills when engaged in discussion.

Gifted children in Mathematics are identified when they:

- Explore a broader range of strategies for solving a problem;
- Are more curious when working with numbers and investigating problems;
- See solutions more quickly, without needing to try all the options;
- Look beyond the question in order to hypothesise and explain;
- Work more flexibly, and establish their own strategies;
- Enjoy manipulating numbers.

Mastery and Greater Depth (Growth Mindset)

The new world of 'assessment without levels' is intended to encourage a more professional, intelligent assessment, where progression is more focused on understanding and developing greater depth in the National Curriculum. All children should have a deep learning of key ideas/constructs and opportunities for even deeper learning (growth mindset). For some learners they will be able to access, within a construct, even greater challenge to deepen their thinking further. Mastery learning is deep learning that sticks, can be recalled over time etc. It is necessary to have deep learning in order to meet the key objectives. In essence, in order to meet the objectives securely, children need to have mastered them.

The characteristics of mastery and depth in the National Curriculum can be explained as:

Independence	• Apply the skill or knowledge without recall to the teacher
Fluency	• Apply the skill and knowledge with a high level of confidence and show good resilience when the task seems demanding.
Application	• Apply the skill and knowledge to a range of different contexts, including other areas of the curriculum.
Consistency	• Consistently use their skills, knowledge and understanding.
Synthesise	• Organise ideas to make connections with other areas of learning and new areas.
Re-visit	• Return to this aspect of learning after a break and still feel confident that they can work on the skill and knowledge without difficulty.
Explain it	• Able to explain others their understanding and perhaps be a learning buddy to others

Planning and Provision

Teachers in our school plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do. We achieve this in a variety of ways when planning for children's learning by providing:

- A common activity that allows the children to respond at their own level.
- An enrichment activity that broadens a child's learning in a particular skill or knowledge area which maybe outside the curriculum.
- An extension within a common theme that reflects a greater depth of understanding and higher level attainment.
- The opportunity for children to progress through their work at their own rate of learning, which may mean acceleration, when enrichment and extension are not meeting the pupil's needs.

Children experience a variety of organisational strategies as they move through school. Each strategy supports all children in their learning, but gives due regard to more able and very able learners.

Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children. Our 'Learning Log' style homework allows for children to extend their own learning at home, at a level and intensity that best suits them and their own learning style. The optional homework menu provides learning challenges for children of all abilities, but ensures that all children have the option to continue their learning at home in a purposeful and meaningful way.

We offer an extensive range of extra-curricular activities for our children. These activities offer gifted, talented and more able children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting, art and ICT clubs. Talented pupils also have the opportunity to compete in many inter-schools sporting events. We make parents aware of these opportunities for pupils beyond the school context. Achievements both in and out of school are rewarded in assemblies and newsletters.

The children also benefit from access to specialist coaches and teachers, particularly in PE and Music through links with the local high school and music service.

Staff members are trained regularly on any developments that are relevant for Gifted and Talented pupils. These can be in-house during staff meetings and training days, or by attending external courses. Class teachers then inform support staff of any developments for the children they work with.

Roles and Responsibilities

The class teacher will:

- Take steps to liaise with year group colleagues and identify 'gifted' and 'talented' pupils across their year groups.
- Assess/gather data to support the nomination.
- Liaise with the Gifted and Talented Co-ordinator and parents/carers throughout the time the pupil is in their class.
- Agree, plan and implement appropriate provision.
- Record strategies to be used.
- Include provision in medium & short term plans, as appropriate.
- Review provision regularly.
- Comment upon progress and actions at half termly pupil progress meetings.

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

- Liaise with class teachers.
- Make the teacher aware of the assessment data required.
- Collate the assessment materials and results.
- Work with the teacher to support the pupil and plan provision.
- Maintain the G&T register and update it each term.
- Work with all parties to decide upon the strategies to be used to maximise learning and development.
- Liaise with and arrange other agency referrals as appropriate.
- Review provision on a regular basis.
- Liaise with the Head Teacher.
- Review the effectiveness of the policy.

Monitoring and Evaluation

- The co-ordinator for our policy on more- able and very able children, monitors this policy on a regular basis and gives feedback to the governing body. Pupil tracking sheets are readily available to all members of staff and pupil progress and intervention is reviewed termly.
- The coordinator collects samples of work from the higher achievers, in order to demonstrate the standards that they are achieving. We use these examples to inform the process of identifying gifted and talented children.

This policy will be reviewed every two years or sooner if necessary.

Signed:  Sarah Isberg (Headteacher)

Date: January 2018

Agreed by: 
Mr S Day (Chair of Governors)

Date: January 2018

Review January 2020