



Sullivan Upper Preparatory Department

Gifted and Talented Children Policy

1 Introduction

- 1.1 In our school we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. This policy is under development this year to help to ensure that we recognise and support the needs of those children in our school who have been identified as 'gifted' and 'talented' according to our Assessment procedures.
- 1.2 In these guidelines the term 'gifted' refers to a child who has a broad range of achievement at a very high level, in English and mathematics initially, as supported by standardised test scores. Those children who are gifted often have very well-developed learning skills.
- 1.3 We will develop statistics about the percentage of our children who are 'gifted and talented', with a strength in one area or a range of areas.
- 1.4 We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.
- 1.5 The mission statement of our school talks of valuing the individuality of all our children. The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy aims to guide the way in which this happens for our gifted and talented children. As a staff, we are aware of the problems which may occur in the identification of specific groups of children and will pay due regard in ensuring any effect this may have is minimised.

2 Aims and objectives

- 2.1 Through this policy we aim to:
 - ensure that we recognise and support the needs of our children;
 - enable children to develop to their full potential;
 - offer children opportunities to generate their own learning;
 - ensure that we challenge and extend the children through the work that we set them;
 - encourage children to think and work independently.

3 Identification of gifted and talented children

- 3.1** We are currently using a range of strategies to identify gifted and talented children. The identification process is ongoing and begins when the child joins our school. Each child's pre-school record gives details of their achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.
- 3.2** Foundation Stage children undergo ongoing teacher observation assessment. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's progress and observational information with the parent and use this information when planning for individual needs. Teachers and assistants in the Foundation Stage complete very detailed daily, weekly and termly observations using methods based on the most up to date training from ETI.
- 3.3** As the children progress through the school, we use standardised tests in May each year from Prep 3 to ensure that they are making the sort of progress that we are expecting of them in their personal targets. We identify them as gifted and talented when they achieve high levels of attainment in mathematics 'Progress test in Maths' (PTM) and in English 'Progress test in English'(PTE) GL Standardised Tests.
- 3.4** All classes from P3 upwards will have chances to develop the skills to complete tests using computers (CDS).
- 3.5** Each teacher regularly reviews the children's progress and records this in the annual Pupil report. Teachers will be using standardised scores in English and Maths, PM benchmarking in reading and will also be developing a full picture of the child based on class 'checks' each term or at the end of a topic. There will also be weekly spelling and mental maths facts evidence from class checks from Prep 3 upwards. Teachers discuss the children's progress formally with parents on two occasions: Term 1 and Term 2 annually. All families receive a formal written report about their child, in all areas of learning in Term 3.

4 Aptitudes in English and mathematics

- 4.1** We will review the following guidelines to assist in the identification of Gifted & Talented children in English
- a child demonstrates high levels of fluency and originality in his/her conversation;
 - he/she uses research skills effectively to synthesise information;
 - he/she enjoys reading and responds to a range of texts at an advanced level;
 - he/she uses a wide vocabulary and enjoys working with words;
 - he/she sees issues from a range of perspectives;
 - he/she possesses a creative and productive mind and uses advanced skills when engaged in discussion.
- 4.2** We will review the following guidelines to assist in the identification of Gifted & Talented children in Mathematics
- a child explores a range of strategies for solving a problem;
 - he/she is naturally curious when working with numbers and investigating problems;
 - he/she sees solutions quickly without needing to try a range of options;

- he/she looks beyond the question in order to hypothesise and explain;
- he/she works flexibly and establishes their own strategies;
- he/she enjoys manipulating numbers in a variety of ways.

5 Teaching and learning style

5.1 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, and 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;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for children to progress through their work at their own rate of learning.

5.2 Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the gifted and talented learner.

5.3 From Prep 4 to Prep 7 we set targets for English and mathematics. We teach the children in ability groups as appropriate. Teachers regularly review the progress of children, and children move between the groups as appropriate. This enables teachers to plan work that reflects the band of ability in each group. The LSC will support those children with SEN to ensure they are reaching their potential through setting individual pupil targets and including both the pupil voice and parental perspectives. Gifted and Talented children no longer require an Individual Learning Plan. (IEP/PLP)

5.4 We offer a range of extracurricular activities for our children, often taken by specialist teachers. These activities offer gifted and talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting, art, drama, ICT and musical clubs. We facilitate opportunities for our Gifted and talented children to participate outside school in festivals and competitions. We will also celebrate their achievements through assembly, certificates and multimedia presentations.

5.5 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. Extension options will be available using ICT platforms for eg. Mathletics, Study Ladder, Read Theory, Numbots and other games/activities provided on the school website.

5.6 The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

6 Management strategies

6.1 All staff are currently identifying possible resources and their knowledge and ability to use standardised test results to identify gifted and talented children. However, the Assessment

Lead will co-ordinate the provision and practice within the school for gifted and talented children.

- ensuring that the Gifted & Talented register is up to date;
- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by gifted and talented children across identified curriculum areas;
- regularly reviewing the teaching arrangements for gifted and talented children;
- monitoring the progress of gifted and talented children through termly discussions with teachers;
- supporting staff in the identification of gifted and talented children;
- providing advice and support to staff on teaching and learning strategies for gifted and talented children;
- liaising with parents and governors on issues related to gifted and talented children.

6.2 We aim for members of the Senior Leadership Team -SLT (Head of Foundation Stage, Literacy , Numeracy, ICT, Assessment and LSC), alongside the Head of Department to monitor this policy on gifted and talented children to carry out monitoring on a regular basis and give feedback for dissemination at the Prep Committee of the Board of Governors. The monitoring includes feedback from parents and children, as well as classroom observations of teaching and learning, and evaluations of children's written work as appropriate.

6.3 The Assessment team (HOD, Assessment lead, Literacy, Numeracy & ICT leads) will collect samples of work from gifted and talented children, in order to demonstrate the standards that they are achieving. We hope to use these examples to further inform the process of identification of gifted and talented children.

Date of policy:	December 2010-11
Reviewed whole staff:	May 2010-11
Reviewed by HOD/SLT:	February 2023
Approved by the BOG:	April 2023

To be monitored and evaluated annually during the initial stages of the policy and actions as per School Development Plan/Action Plan