



Providing the keys to success for every child

Whole School Policy on:

Gifted and Talented

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Kent County Council

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1 Definition of Gifted and Talented

- Gifted children are those with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities). However when test results and teacher assessments do not tally, children may still be identified as more able but underachieving in terms of the tests.
- Talented children display an above average ability in a specific skill in sports or the arts.

2 Introduction and Aims

We as a school believe all children have abilities, talents and qualities that need to be recognised, nurtured and developed, at home, in school and in the outside environment. Identifying, supporting and offering challenging opportunities to the more able and gifted and talented children benefits the whole school, because the high expectations and achievements of those children affects everyone and impacts throughout the school community.

Aims of the school:

- To ensure that children continue to develop their potential irrespective of race, gender, culture, religion or ability.
- To provide all pupils with activities, both in the classroom and outside that are challenging and take into consideration the different learning styles of the children.
- To provide additional activities for those children identified as gifted or talented.

3 Identification

We as a school identify and regard those children who are 'gifted' as those who are the brightest in Palm Bay Primary School (the top 10% of the school's intake). These children make greater conceptual leaps than others, have faster speed and depth of learning than other children and are considerably above the level they should be. This process should be a school-wide, on-going process, feeding directly into the planning of personalised provision for pupils. It will also feed into the annual review of policy and practice and be incorporated into the School Improvement Cycle.



Our identification procedures include:

- **Standardised tests of ability and attainment, including:**
 - SAT's (optional and end of Key Stage).
 - NFER
 - Reading Tests
 - Foundation Stage Profile (for Reception children)
- **Teacher's professional assessment**
- **Observations in the outside environment**
- **Parental observations**
- **Specific subject ability/attainment**

Children are identified as gifted if they are working at least **two sub-levels (4 points)** above their peers and talented if they display a natural talent in sport or the arts. When children are identified as 'Gifted' or 'Talented' they will be placed on the register which is updated annually, although there will be opportunity within the year to review with the class teacher any amendments that need to be made.

4 Monitoring and Evaluation

The person in Palm Bay Primary School with the designated responsibility for collating evidence and registering children into the 'gifted and talented' register is the Co-ordinator, Mr. Ian Millership. Once the data and evidence has been analysed, it is then his responsibility to share this information with the school SENCO and Deputy Head Mrs. Janice Ross.

At pupil progress meetings, the provision for each child on the register can be reviewed and discussed on an individual basis. In essence this ensures each child in question is being challenged and catered for within the classroom environment.

Mr Millership's responsibility is therefore to set in motion the identification process, monitor the progress of the more able children and support teachers with both provision and identification. He is not the main provider of opportunities for them. This responsibility remains with the class teacher, with provision and opportunities identified on each termly provision map. The Head Teacher and Governors have overall responsibility for this process.

Strategies for monitoring and evaluating the impact of the G&T register:

- Analysing data
- Consultation with pupils
- Parents evening
- Pupil questionnaires
- Planning



5 Provision

There will be a variety of approaches that will be used to provide opportunities for the children to be challenged:

- Enrichment activities both in and out of school
- Extension / challenge activities planned into class lessons
- Differentiation
- Motivational posters
- Challenge boards
- School clubs
- After school clubs
- Working with outside agencies and providers
- Musical and sporting opportunities

6 Assessment, Recording and Reporting

Children are assessed both informally through teacher assessment and through standardised tests. Talented children are also assessed through practical work and feedback from specialist teachers.

The register is updated annually when children can be added or removed depending upon the assessments.

7 Policy Review

This policy will be reviewed bi-annually (every even year) during Term 1.

The next review of this policy is due: Autumn Term 2, 2016.