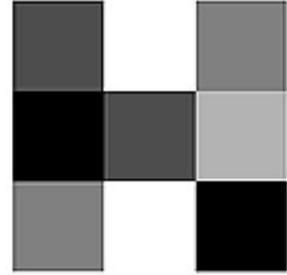


# Holly Lodge Primary School



## Gifted and Talented Children Policy

At Holly lodge we believe in providing the best possible provision for pupils of all abilities. Teaching and learning is planned so that each child can aspire to the highest level of personal achievement. Our focus is the provision of learning opportunities and encouragement to help children develop a desire to learn and achieve as much as possible. This is achieved by presenting pupils with work that challenges, stretches and excites them on a daily basis, in an environment that celebrates excellence. The achievement of all children is celebrated weekly in “Merit Assembly” and they are awarded House Points and Merits for making progress towards their learning targets.

The purpose of this policy is to help ensure that we recognise and support the needs of those children in our school that we have identified as “gifted” and/or “talented” according to national guidelines. We use the term “gifted” to mean those pupils who are capable of excelling academically in one or more subjects such as English or Mathematics. “Talented” refers to those pupils who may excel in practical skills such as sport or art. Government guidance suggests that these pupils will represent around 5 – 10% of the ability range within their setting.

### Identification

A range of strategies is used to identify gifted and talented pupils. The identification process is ongoing, and begins when the child joins the school.

Children undergo informal assessments in their first year of school. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's Foundation Stage profile with the parent, and use this information when planning for individual needs.

As the children progress through the school, we test them regularly to ensure that they are making the sort of progress that we are expecting of them. The children undertake national tests in Year 2 and Year 6, plus termly assessments in Years 3, 4 and 5. Teachers also make regular assessments of each child's attainment in other National Curriculum subjects. 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. Each teacher regularly reviews the children's progress and discusses this with parents at consultation evenings. They also report annually on each child's progress in July.

We also take into account qualitative information such as teaching and support staff and parental/carer assessments and observations.

The attainment of children in “vulnerable” groups (for example, those from low socio-economic groups, or who have English as an additional language) is closely monitored. We recognise that that gifted and talented pupils are individuals, with their own unique strengths and weaknesses. A child may be very able in some areas, but may appear on the Special Educational Needs (SEN) register for behavioural, social, physical/sensory or specific learning difficulties.

## Teaching and Learning

Challenge within lessons for gifted and talented pupils can be achieved by adding breadth, depth or pace.

- Breadth (enrichment) allows the most able to experience additional material. This may not require the acquisition of new skills, but may provide opportunities to use and apply existing ones, for example by working with new media in the Art club. It may however, include learning a completely new subject such as Spanish, or a musical instrument. We are aware that in providing breadth, there may be a risk of overloading the children. We are therefore guided by pupil's interest and curiosity and do not expect them to work harder or longer than other children.
- Depth (extension) is achieved by asking children to delve deeper into a given subject or topic. It may come as a result of working on one text/problem in greater detail. An example would be taking a puzzle, solving it, then asking children to create one of their own. It could also involve the extension and application of ICT skills in our after school club.
- Pace refers to speed in covering the curriculum and may result in pupils moving ahead of their peers in one specific area. Teachers look at higher levels of the National curriculum to create challenge for the most able pupils.

In Key Stage 2, children are taught maths in ability groups. Teachers regularly review the progress of children and they move between the groups as appropriate. This enables teachers to plan work that reflects the ability band of each group. The children are also set for literacy in Years 5 and 6.

In other curriculum subjects, children may be grouped with others of similar abilities as pupils can push each other and come up with ideas that neither would be able to think of alone. In other circumstances, they may work in mixed ability groups. This can help children develop their understanding of other pupils with different backgrounds, attitudes, aspirations and abilities. For the gifted and talented pupil, working with pupils of different abilities can help them develop the way in which they converse and engage around a particular subject. Sometimes, working with a less able pupil helps a child to clarify his thinking and find a clear way to explain a concept; being in the role of 'tutor' can also be very good for self-esteem. There are a number of strategies for differentiating work in the classroom so that the tasks are matched to the needs of all pupils. These include:

- A common task which is differentiated by expected responses and outcome;
- Tasks which vary in difficulty so that able children can begin at an appropriate level and progress further;
- Separate tasks, which are linked to the current theme.

Appropriate questioning is a useful way of differentiating for the most able pupils. As well as asking "closed" questions which can confirm that a child understands or remembers something, staff are encouraged to extend their pupils by asking "open" questions.

We run a range of extra-curricular or "study support" activities. These after-school clubs offer higher achievers the opportunity to further extend their learning in a range of activities. They provide opportunities for groups of mixed-age pupils to work together on an area of particular interest. Opportunities include a range of sporting, music and drama clubs, and after-school art and computer clubs.

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

Along with children from other local schools, the more able are offered the opportunity to participate in “workshops” often run by secondary schools. This has involved working with poets and authors, and taking part in science and maths activities

### **Management Strategies**

Classroom teachers and subject leaders are responsible for both identification and provision. Subject leaders have the responsibility of tracking these pupils and ensuring that provision and progress are adequate and additional.

This policy was reviewed in **March 2015** and approved by the School Governors at a meeting on **25<sup>th</sup> March 2015**

**It is due to be reviewed in March 2018**

