

Policy for Gifted and Talented Children Berkley C of E VA First School.

Our Vision and Values

We are a small school, with big ideas, adopting a creative approach to ensure that every child is supported in order to flourish and thrive; to see and develop their true potential.

Our vision and ethos of the school is based on the sermon of the mount, Matthew 5:14-16; "You are the light that gives light to the world. In the same way, let your light shine before others, live so that they may see your good works."

We are children of the community and guided by Faith.

Aims

The school aims to provide a broad, balanced curriculum, which stimulates and challenges children across the whole range of age and ability. This policy aims to address the needs of the most Gifted and Talented children and / or the Most Able children in our school. We use the term 'Gifted' to indicate those children who make outstanding achievements in their academic work. We use the term 'Talented' to indicate those children who achieve high standards in artistic, sporting, musical and practical activities. We use the term 'Most Able' to indicate those who are at the higher end of the continuum of ability in the context of our own school. We recognise that ability and talent can be demonstrated across all areas of the curriculum. We aim to recognise linguistic, visual, musical, logical, mathematical, scientific, motor, social and emotional, interpersonal, intrapersonal intelligences. We recognise that some children have dual or multiple exceptionality [DME] - these children may belong *both* to the special educational needs [SEN] and gifted and talented groups.

Introduction

"Gifted and Talented children are those who have one or more abilities developed to a level significantly ahead of their year group - or those with the potential to develop these abilities." DfES, Nov 2006

The current definition and terminology used by the DfE and adopted by Somerset Children and Young People's Directorate are as follows:

- **GIFTED:** refers to academic ability in one or more subjects in the statutory school curriculum other than art, music, PE.
- **TALENTED:** refers to ability in art, music, PE, or any sport or creative art. Pupils may be gifted or talented in one area or be "all-rounders".

The DfE definition of "More Able students" are pupils who achieve or have the ability to achieve at a level significantly in advance of the average for their year group in their school. Nationally this is expected to be between 5 - 10 % of each group. At Berkley we will be identifying our most able pupils within each year group in order to provide a curriculum that is appropriate to the needs and abilities of all our children. It should be remembered that different abilities emerge at different ages and in different circumstances. For this reason, identification must be an ongoing process throughout all key stages.

Objectives

- To provide all children with a challenging, extended and enriched curriculum
- To encourage all children to develop higher order thinking skills and at the same time opportunities for able children to work at their own level and pace, thus realising their potential
- To offer children opportunities to generate their own learning
- To identify gifted and talented children and ensure they receive appropriate opportunities
- To help gifted and talented to develop their individual skills and talents
- To give gifted children the opportunity to work at higher cognitive levels
- To give talented children the opportunity to develop their skills
- To develop all aspects of the child - social, emotional and intelligence
- To ensure a consistent approach throughout the school.
- To ensure that children who may have SEN in some areas of their learning, but who also have gifts or talents in another area, are identified and nurtured appropriately.

Teaching and Learning Styles

The school uses a variety of teaching and learning styles across all subject areas. Our principal aim is to develop the child's knowledge, skills and understanding across the curriculum. We place an emphasis on active learning by including the children in collaborative learning, discussions, investigations and problem solving activities. We encourage the children to take part in a range of practical activities that promote understanding.

Identification Strategies

Identification strategies for Gifted and Talented/More able Pupils are part of day-to-day classroom provision ensuring suitable and effective provision for all pupils to access the whole curriculum. There are many ways in which teachers can identify children's special abilities and talents, these include:

- Teacher observation and assessment - not only of children's written work but also their approach, the strategies they use, the extent to which they use their initiative and the questions they ask.
- Test and assessment results (e.g. Foundation Profile, KS1 and KS2 SATs, End of year Tests and assessments, end of unit assessments)
- Discussion with pupils/ self and peer group identification
- Discussion with other staff
- Information received from previous class / school
- Information from parents, carers, external agencies such as sport clubs etc.
- Exceptional performance - in a specific area of the curriculum

Planning for pupils who are more more/ or Talented

All children are talented, we refer to the Index for Inclusion as guidance to ensure that arrangements are in place so that all of our pupils have access to a broad and balanced curriculum. Inclusive practices are built into curriculum planning at all levels with regard to those children who require enrichment activities to ensure appropriate challenge. Teachers' planning refers to extension activities and ensures equal focus for Most Able children from Teacher and TA.

Differentiation

We aim to encourage all children to reach their full potential through the provision of varied opportunities. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move throughout the school. Particular thought will be given to gender when organising groups and collaborative work. We use variations in grouping to ensure that children are challenged fully at the appropriate level for their individual needs.

Careful thought will be given to the provision of appropriately structured work for children who are Gifted and Talented. The school uses strategies that enable all children increased access to the curriculum through a broad - based, multi sensory, visual, auditory and kinaesthetically planned curriculum. We also recognise that some Most Able children prefer to sometimes work individually and we ensure opportunities are planned to allow for this preference.

Strategies to support Gifted and Talented Children / Most Able.

Teachers' planning ensures a breadth and depth of learning and enrichment for those children who are Most Able.

Differentiated activities, opportunities to work with cross phase if appropriate [e.g. children from KS1 have attended KS2 mathematics sessions]

These are some of the planned enrichment / extra curricular activities :

Performing arts: Recorders; Music lessons; public speaking;

Sports: Football club; Swimming Gala's, Frome Festivals

Berkley specials: Gardening club

Whenever possible we ensure access to enrichment activities within the Frome Community Learning Partnership [FCLP].

We use a local charity to support enrichment for all pupils in the school holidays.

Positive cross phase liaison, to ensure identification, continuity and progression.

Positive relationships between home and school.

Fostering of community links to aid the extension of the child's learning through attendance of clubs e.g. swimming clubs, gymnastics, football, art, chess, local choirs, local Amateur Theatre Groups.

We recognise that Gifted and Talented children also need time to relax and have fun.

Identification, Monitoring and Reporting

In working to identify gifted and talented children / the most able we use a combination of methods. We relate the development of the children in Reception to the objectives set out in the Early Learning Goals. We also assess the children with relation to the Foundation Stage Profile Statements. We use teacher assessments and next steps for termly tracking and additional Teacher / TA observations. We liaise with parents / carers to build a more complete picture of the child, his /her development and learning styles.

We monitor through scrutiny of classroom recording / discussion with the individual about their performance. Staff discussion. Discussion with Parents. Analysis of assessment data which informs targets.

The Role of the Berkley Staff

- Purchase, organise and maintain teaching resources

- Assist with identification of children who are G and T. Offer specialist advice in supporting these children
- Encourage and assist in in-service training
- Being informed about current developments in the subject
- Provide a strategic lead and direction for the subject in the school
- Provide guidance and support to colleagues
- Report to the Head teacher and senior teachers of any action required.
- Monitor the standards of children's work and the quality of teaching across the school.
- Encourage ways of involving parents in their children's learning
- Promote liaison throughout the school / cross phase / transfer
- Heads Report to Governors outlines any extracurricular activities that have taken place for pupils.
- Work with the Head teacher on the School Development Plan with respect to G and T.

Personal, Social, Health Education [PSHE] and Citizenship.

Spiritual, Moral and Cultural Development

The children have the opportunity to work collaboratively and to discuss their own work, the strategies they find useful and the methods and approaches used by others.

We offer opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better personal understanding.

Safety

We recognise that all teachers must plan safe activities *and* actively raise children's awareness of hazards and risks when working with living things, materials and equipment, and take action to control those risks.

E-Safety

E-safety is a priority in all our planning and teaching. Learning opportunities are planned to reinforce this message

Resources

We are developing resources to support enrichment and extension activities. Staff keep these in their classrooms or centrally in the resource boxes in the library.

Equal opportunities

Teaching will be in accordance with the present policy for Equal Opportunities. We aim to provide equal access to those who are very able and require extension or enrichment activities, through small group work, through the support of TAs when appropriate and through carefully differentiated activities.

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