



**Head Teacher**  
Sara Harris BSc (Hons), QTS

**Principal**  
Rabbi Zvi H. Lieberman

## Gifted and Talented Children Policy

This policy should be read in conjunction with the following policies:

1. Learning and Teaching Policy
2. Pupil Assessment and Record Keeping (Foundation Stage)
3. Summary of KS1 and KS2 Subject Assessment and Tracking

### 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 learning and teaching in such a way that we enable each child to reach for the highest level of personal achievement. This policy helps 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 national guidelines.
- 1.2 In the national guidelines, the terms are distinguished as follows:
  - **'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
- 1.3 **In our school, however, we use the terms 'very able' in place of 'gifted' and 'more able' in place of 'talented'.**
- 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 We value the individuality of all our children and ensure that our teaching and learning takes into account the needs of all the children. We are committed to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our very able and more able children.

### 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 very able and more able children**

- 3.1 We use a range of strategies to identify very able and more able children. The identification process is ongoing and begins when the child joins our school. Each child's pre-school entry 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 Children undergo a Transition Skills assessment within the first half-term of joining our Reception class. This gives information about their developing skills and aptitudes across several areas of learning. We discuss the results of this assessment information with the children's parents at parents' evening, and use this information when planning for individual needs.
- 3.3 As the children progress through the school, we assess them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets. We identify them as very able and more able children when they achieve high levels of attainment across the curriculum (very able), or in particular skills or aspects of subjects (more able).
- 3.4 We track the progress of all children in each class at regular intervals throughout the year. The two policies: Pupil Assessment and Record Keeping (Foundation Stage) and Summary of KS1 and KS2 Subject Assessment and Tracking explain this process in detail. Whole class tracking allows us to more easily identify children who are performing at levels significantly higher than most of the children in the class.
- 3.5 The children undertake national tests in Year 2 and Year 6, plus the optional national tests in Years 3, 4 and 5. 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 LEA data, in order to ensure that each child is making appropriate progress.
- 3.6 Each teacher regularly reviews the children's progress and records this in their Record of Achievement Profile. Teachers discuss the children's progress with parents at the termly consultation evenings, and report annually on each child's progress in July.

### **4. Aptitudes in Literacy and Numeracy**

- 4.1 Very able and more able children in Literacy are identified when they:
- demonstrate high levels of fluency and originality in their conversation;
  - use research skills effectively to synthesise information;
  - enjoy reading and respond to a range of texts at an advanced level;
  - use a wide vocabulary and enjoy working with words;
  - see issues from a range of perspectives;
  - possess a creative and productive mind and use advanced skills when engaged in discussion.
- 4.2 Very able and more able children in Numeracy are identified when they:
- explore a range of strategies for solving a problem;

- are naturally curious when working with numbers and investigating problems;
- see solutions quickly without needing to try a range of options;
- look beyond the question in order to hypothesise and explain;
- work flexibly and establish their own strategies;
- enjoy manipulating numbers in a variety of ways.

## **5. Learning and Teaching style**

5.1 Teachers in our school plan carefully to meet the learning needs of all our children. This is detailed in our Learning and Teaching policy. 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 also gives due regard to the very able and more able learners.

5.3 From Year One, we set individual pupil targets for Literacy and Numeracy. The children know their targets and they are updated every half-term, or earlier if a child reaches his/her target(s). Where necessary, a very able or more able learner will have an Individual Education Plan (IEP).

5.4 We aim in the future to offer a range of extra-curricular activities for our children. These activities offer very able and more able children the opportunity to further extend their learning in a range of activities. Opportunities will include a range of sporting, musical, mathematics, ICT and science clubs.

5.5 Learning will also be 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.

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 One teacher co-ordinates the provision and practice within the school for more able and very able children. (This role is currently shared between the SENCO and the Learning and Teaching co-ordinator). The co-ordinator's role includes:

- ensuring that the very able and more able register is up to date;
- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by very able and more able children across all curriculum areas;

- regularly reviewing the teaching arrangements for very able and more able children;
  - monitoring the progress of very able and more able children through termly discussions with teachers;
  - supporting staff in the identification of very able and more able children;
  - providing advice and support to staff on strategies for very able and more able children;
  - liaising with parents, governors and LEA officers on issues related to very able and more able children.
- 6.2 The co-ordinator for our policy on very able and more able children monitors this policy on a regular basis and gives feedback to the governing body. The monitoring includes feedback from parents and children, as well as regular classroom observations of learning and teaching, and termly evaluations of children's written work.
- 6.3 The co-ordinator collects samples of work from very able and more able children, in order to demonstrate the standards that they are achieving. We use these examples to inform the process of identification of very able and more able children.
- 6.4 This policy is reviewed every two years and modified where necessary.

Sara Harris (Headteacher) October 2007

**Signed: *Sara J. Harris* (Headteacher) *Eddy Breuer-Weil* (Chair of Governors)**

**Date: October 2007**