



## LYDGATE INFANT SCHOOL

### **Gifted & Talented Policy** (January 2024)

The Gifted and Talented Policy is integral to the school's inclusion agenda and approach to personalised learning

#### Statement of Philosophy

As a school we are committed to providing an environment which encourages all pupils to maximise their potential. We recognise that equal opportunity does not mean the same curriculum for all, and that Gifted and Talented pupils will need extra support and challenge. We aim to:

- Help our pupils develop their personalities, skills and abilities both intellectually and socially,
- Provide teaching which makes learning challenging and enjoyable,
- Work for quality, taking account of equalities and diversities.

#### Our Aims

- To identify gifted and talented students in our school
- To increase awareness of the differing needs of these pupils amongst staff and parents
- To ensure appropriate challenge in all areas of the curriculum
- To support this curriculum development through relevant training and resources
- To provide enrichment and extension opportunities which are relevant to the needs of our gifted and talented pupil
- To widen pupils' cultural experiences
- To encourage pupils to achieve their full potential through setting appropriate targets and celebrating achievement
- To offer guidance and support to these pupils
- To break down barriers to learning in order to promote a culture of achievement
- To monitor and evaluate progress on a regular basis
- To raise awareness of equal opportunities issues in attainment e.g. ethnicity, gender and social circumstance.

#### Definitions

DfE defines gifted and talented as:

"Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities.)"

DfE defines *Gifted* pupils as having the ability that is significantly above average in 'one or more subjects in the statutory curriculum other than art, music and PE', whereas *Talented* pupils demonstrate high ability in 'art, music, PE or any sport or creative art'.

Pupils can be both gifted and talented.

In line with current research, this policy recognises that intelligence is not confined to that which can be measured by IQ tests. Howard Gardner's list of seven types of intelligence broadens the concept to include skills that are:

Linguistic	Has a facility with language
Mathematical	Demonstrates a facility with number, logic and enjoys abstract and structured thinking
Visual and Spatial	Thinks in pictures and mental images, is good with maps, charts and enjoys chess
Musical	Shows sensitivity to mood and emotion, enjoys playing music, enjoys rhythm and complex organisation
Kinaesthetic	Is good at 'doing', has keen hand and eye coordination and timing, as demonstrated in crafts, drama, sports and gymnastics
Interpersonal	Has good social and communication skills, relates well to others, demonstrates leadership qualities and ability to act as a mediator
Intrapersonal	Has good self-knowledge and awareness, a strong sense of values and is highly self-motivated

### Identification

A gifted or talented pupil is identified through using a broad range of information:

- Teachers' professional assessments based on observation, previous records and transition (year to year/Key stage to Key stage) information
- Checklists of characteristic features
- Standardised tests of ability and attainment
- Sharing information between teachers and other professionals
- Consultation with parents/carers
- Consultation with children
- Nomination by parents and peers

In identifying gifted and talented learners, the school will consider ability rather than achievement, so that underachievers are amongst those identified.

We will keep parents informed as to the provision we put in place for gifted and talented learners and of the progress they make. We believe this will increase pupil and parent expectations and strengthen the home/school partnership.

We seek to identify at least 10% of children each year group as gifted, and recognise and support those whose talents put them in a category above that of their peers.

Early identification is important for the development of the child, but can prove difficult due to several factors:

- The child may have a wide vocabulary, coming from a home where talk is valued
- Their birthday may be at the start of the academic year
- The quality of pre-school experiences may have been exceptionally good

Progress can be uneven, with bright children ceasing to progress at the expected rate and others suddenly developing. Some early characteristics are:

- The quality of their questions and responses

- The flexibility and creativity of their thinking
- Comprehends, reasons, connects and applies knowledge in a variety of fields
- Ability to concentrate, focus, complete details
- Sees the 'big picture', recognises patterns, analyses

DCSF guidance states that since relative ability changes over time, learners should move on and off the Register when appropriate; this movement is likely to reduce as the children move up through school.

We are working to ensure that our G&T Register reflects our whole school population in terms of gender, ethnicity and socio-economic background.

### **Provision**

Pupils identified as Gifted or Talented are marked as such in Class Group Reports, distributed to all class teachers at the start of each academic year. This information is then utilized by teaching staff in order to personalize provision, and to ensure that the needs of more able pupils are met.

Such provision includes:

- Learning activities differentiated by task
- Extension tasks, enhancing class activities
- Specific intervention activities designed to enhance more able pupils' knowledge and understanding
- Visits and outside providers brought into school in order to motivate and target more able pupils' interests and skills
- Home-school communication and tasks which allow the coherent application of knowledge and understanding into contexts outside of the school

### **Statement of Philosophy**

Throughout the school we acknowledge that all teachers are teachers of gifted and talented children and aim to ensure that we:

- Provide appropriate challenge in all lessons
- Create an ethos where 'it's OK to be bright'
- Encourage all pupils to be independent learners
- Are aware of and tackle the effects of ethnicity, bilingualism, gender, disability and social circumstance of learning and attainment.
- Use a variety of strategies including using outside agencies for pupil and staff development
- Provide varied and flexible learning groups

### **Mission Statement**

It is the aim of the whole school community to develop each child's full potential by the delivery of a broad and balanced curriculum. We aim to support their individual needs in a caring, secure and stimulating environment.

### **Monitoring the effectiveness of this policy**

This policy and its effectiveness will be reviewed regularly by SENCO and SLT. The school's SENCO is responsible for keeping the G & T Register up to date and for maintaining current documentation of pupils' progress and achievements.