

# GIFTED & TALENTED POLICY



**Haberdashers'**  
**Castle House School**

| A2i Gifted and Talented Policy |                                |           |
|--------------------------------|--------------------------------|-----------|
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**1. Policy Statement**

This policy is a statement of the entitlement of children with high ability at Castle House School. It has been developed from reading and research and through staff consultation.

The policy now reflects the expertise of staff within the school. It also reflects the commitment and ethos of Castle House School to support and challenge the able child.

Our academically rigorous, individually tailored and dynamic curriculum challenges and supports all pupils.

**2. Compliance**

This policy complies with:

- Department for Children, schools and families - Effective provision for gifted and talented children in primary school
- SEND Code of Practice 0 – 25 (Sept 2014)
- Castle House School SEND Policy
- Castle House School Inclusion Policy
- Equality Act 2010 – Advice for Schools DfE

**3. Aims**

- To support and celebrate the abilities, personal qualities and talents of all children, where possible within the school environment.
- To ensure that all children receive an education appropriate to their abilities – to personalise the education experience for all.
- To provide teaching that makes learning challenging and enjoyable. To provide higher order thinking and questioning skills.
- To employ a wide variety of methods of recognition of potential.
- To recognise under-achievement and seek to remove the barriers.
- To stimulate children through extra-curricular activities and through curriculum enrichment.
- To have the expectation that the curriculum for all will be extended by realising the needs of the most able.
- To train the staff to provide for more-able pupils within their planning and classwork.
- To compile a Gifted and Talented Register.
- To monitor the progress of all children using summative and formative assessments.

**4. Definition of Gifted and Talented**

Here at Castle House we aim to celebrate every success within the lives of our pupils; both the academic and those more creative or sports orientated.

'Gifted' describes those pupils who excel above their peers in one or more academic subjects within our school curriculum.

'Talented' describes those pupils who have abilities in art, design and technology, the performing arts, P.E. and in sport.

**5. Identification**

Children at Castle House School are continually assessed throughout the year.

The following methods are used:

- Teacher observation and informal assessment.
- Results of formal assessments and tests – test results are used to analyse children's attainment against their peers and against standardised or national expectations.
- Background knowledge.
- Parent nomination – parents will sometimes be able to draw attention to specific skills and talents their child does not demonstrate at school.
- Tracking and data analysis.

A teacher can identify a pupil as having a gift or talent at any time of the school year. The teacher will complete a nomination form (appendix 2) having gathered evidence and at the following G&T meeting the child will be considered for being placed on the register. Consideration is made by all the members of the SLT and SENCo.

During these meetings a child who has previously been on the list who is no longer demonstrating their abilities may be removed from the list.

#### **6. Characteristics of Gifted & Talented**

- Thinks quickly and accurately.
- Works systematically.
- Generates creative working solutions.
- Works flexibly, quickly processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations.
- Communicates their thoughts and ideas well.
- Be determined, diligent and interested in uncovering patterns.
- Achieves, or shows potential, in wide range of contexts.
- Be particularly creative.
- Shows great sensitivity and empathy.
- Demonstrates particular physical dexterity or skill.
- Makes sound judgements.
- Be outstanding leaders or team members.

#### **7. Provision and Support**

The role of the teacher is vital in challenging the thinking of the gifted child.

Work will be targeted to pupils' abilities and previous knowledge, skills and understanding. It will be differentiated by expectation, task, resource, dialogue, support and pace as well as by targeted probing questions. Differentiation will modify the learning experience of the gifted child to promote the opportunities for them to engage in higher order thinking.

There will be activities organised to enrich and vary the curriculum experience for all pupils, designed to give specific opportunities for gifted and talented pupils to develop, by drawing them together for specific activities.

There will be added breadth to a highly-able child's attainment and progress through activities that consolidate and widen the child's knowledge, skills and understanding. For example through Book Club, Archery Club, Chess Club, Art Club and many more learning enrichments clubs that Castle House offers every day.

Extension materials will be developed to extend and develop the knowledge, skills and understanding of the identified pupils.

Progression will be possible for the identified pupils in particular subject areas.

#### **8. Extra-Curricular Activities**

Extracurricular activities are highly valued for all children but can be particularly motivating and inspiring for the gifted and talented child.

At Castle House we provide the following:

- Academic, creative and sports clubs.
- Activity days – Inter House competitions – (creative and academic) to promote team work and enhance leadership skills.
- School outings at least one per term – to enhance specific subjects in the curriculum.
- Residential trips.
- Day visits from outside agencies.
- The use of specialist teacher or visiting artists, authors and musicians.
- A broad, creative curriculum, giving artistic children a chance to thrive.

**9. Monitoring and Evaluation of G&T Provision**

The monitoring and evaluating of G&T provision is an ongoing process. The Senior Leadership Team carries out regular appraisals focusing on planning and differentiation in the classroom setting. Work scrutiny and test results are analysed, any gaps are identified, and training is delivered. Evaluation and monitoring arrangements enable us to continually review and seek to improve provision for all G&T pupils.

The following people at Castle House co-ordinate and monitor the needs of the gifted and talented pupils:

- Mrs Liz Jones – Gifted and Talented Leader (SENCO)
- Senior Leadership Team
- All Class Teachers

**10. Review and Development**

Each year the school will draw up a register of able children in each year group. The Senior Leadership Team, alongside the teaching staff will review and moderate the list, by monitoring their progress carefully.

The register will be updated twice a year.

**11. Partnership with Parents**

Parents and teachers work together to meet the needs of the gifted and talented child. Parents will be kept informed of up and coming events for gifted and talented children, in school and in the wider community.

**12. Transition to Secondary School**

The Head Teacher, Class Teachers or SENCo will advise parents on the most appropriate Secondary School that will meet the needs of their Gifted or Talented child.

Gifted children may be asked to sit a scholarship examination and it will be the responsibility of the Class/Subject Teachers to prepare them.

Talented children may be advised, as soon as identified, to start collecting a portfolio of their achievements (Sporting or performing arts).

The Head Teacher/Class Teacher will liaise with the staff of the chosen school to inform them about a particular able child so that their gift or talent can be recognised and nurtured.

**13. Training and Resources**

All teachers are required to undertake training and development to ensure a high quality of teaching for pupils. Teachers attend three inset training days per year, teacher-to-teacher learning by peer lesson observations and external courses to ensure they are aware of the latest strategies to extend G&T pupils.

Updated guidance, which set out the general principles for primary schools to follow in order to plan and deliver effective provision for gifted and talented learners, is available from subject coordinators, for all staff to read.

## Appendix A:

**Gifted and Talented Identification Form**

Nomination Type: (Please circle)  
Teacher / Parent / Other

Date: \_\_\_\_\_

|                                                                                                                 |                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Name of child:                                                                                                  | Year Group:                                                                                                                                   |
| Age of child:                                                                                                   | Teacher:                                                                                                                                      |
| <b>GIFTED</b><br><br>Methods of Identification used:<br>Test Results<br>Class work<br>Other additional evidence | <b>TALENTED</b><br><br>Methods of Identification used:<br>Observation<br>Class work<br>Conversation with Parents<br>Other additional evidence |
| Mathematical ability                                                                                            | Art/DT                                                                                                                                        |
| English language and communication                                                                              | Performing Arts (including dance)                                                                                                             |
| Other (please write)                                                                                            | Sports                                                                                                                                        |

Please identify the child's strengths and the areas in which they excel.  
Can you also attach any supporting documents.