

WILLIAM LILLEY INFANT AND NURSERY SCHOOL



GIFTED AND TALENTED POLICY

Governors' Committee Responsible:	Outcomes and Data
Policy Originator:	Sally Beardsley
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Introduction

William Lilley Infant and Nursery school values all children equally and endeavours to ensure that each child should have the opportunity to realise his/her potential in a challenging and supportive environment. This is realised throughout our whole school vision:

“We are a nurturing, inspirational family who are determined to succeed.”

We recognise individuality and encourage determination and success. Within our vision, we encourage determination through a number of means, but particularly by motivating individuals to build on their strengths. We achieve success by celebrating individuality and recognising our personal qualities and work together to help our children be the best they can be.

Rationale

Our school will have, at any time, talented or gifted pupils, some of whom may be exceptionally able and this may be in one or more areas of learning. We believe that we can make a difference in enabling these pupils to achieve the greatest possible progress and recognise the value and importance of identifying and celebrating their achievements and successes. Research has shown that by making provision for gifted, talented, the standards of achievement are raised for all pupils. Our definition of ability recognises academic and practical performance as well as those who show outstanding artistic, musical and creative talent, physical skills, leadership qualities and the ability to process ideas and information. It also recognises that a child may possess this potential although performance may not currently reflect this.

Aims of the Policy

The aim of this document is to ensure a consistent approach to the identification and support of the gifted/talented / more able child through:

- An agreed, shared definition of the terms “more able”, "gifted", "talented"
- Identification of talented or gifted pupils as early as possible
- Identification by the use of objective assessment measures
- Meeting pupils' needs with a range of appropriate strategies
- Raising staff awareness of the range of strategies available to them
- Providing access to a suitably differentiated and challenging curriculum
- An emphasis on creating opportunities for pupils to identify their gifts and talents and for abilities to flourish Fostering a culture of achievement by creating a climate of learning and excellence throughout the school Promoting opportunities for disadvantaged learners
- Working in partnership with parents/carers to help them promote children's learning and development
- Making use of links with other schools and the wider community to enhance learning opportunities
- To compile a Gifted & Talented Register and enter this on the School Census

Definitions

A gifted pupil is one who is in the top 5% of the pupil population of the school or class group (DfES definition) who ‘has the capacity for or demonstrates high levels of performance in an academic area’.

A talented pupil is one who is in the top 5% of the pupil population at the school or class group with a specific ability in a non-academic area :

- **Physical Talent** sports, games, skilled, dexterity

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| • Visual / Performing Abilities | dance, movement, drama |
| • Mechanical Ingenuity | construction, object assembly (& disassembly), systematic, working solutions |
| • Outstanding Leadership | organiser, outstanding team member, sound judgments |
| • Social Awareness | sensitivity, empathy, career |
| • Creativity | artistic, musical, linguistic |

The term 'gifted and talented' is not to be understood as referring to the most able children in the national population. The term should be seen as relative and refers to the top 5% to 10% of our school.

Within the school we recognise that gifted and talented pupils can be:

- good all rounders
- high achievers in one area
- of dual or multiple exceptionality (DME); meaning that the child is gifted, talented or both as well as having some form of difficulty or Special Need. It is likely, but not definite, that the difficulty will hinder the effective expression of their high ability.

Identification and Assessment

It is expected that a child will be identified as Gifted and Talented by taking into account the full range of that child's abilities and 'intelligences'. The views of teaching and non-teaching staff, parents, peers and the children themselves are also considered.

Identification methods can include:

- Teacher nomination
- Reports from previous schools
- Checklists
- Testing
- Assessment of work
- Peer nomination
- Parental information
- Discussion with children
- Using community resources

Classroom observation can establish:

- language acquisition and communication skills
- fine and gross motor skills
- work patterns
- creativity of thought
- flexibility of process
- application of knowledge and skills
- determination and diligence in looking for patterns
- sensitivity, passion and fascination
- leadership and team skills

Assessment and testing supports:

- moderation of work by other members of staff
- referenced testing
- SAT and teacher assessment

- use of checklists which may be general or subject specific

NB: Checklists are an aid to identification but they should not be used inflexibly or independently of other methods of identification as we can run the risk of creating stereotypes. Children are very different!

Recording:

- records for able pupils are kept in the same way as other pupils.

Reporting to parents:

- termly open evening
- mid year progress report – verbal to parents at Open Evening
- annual written report
- informally as required

Curriculum Organisation and Provision

Classroom Differentiation:

- Teachers have high expectations
- There are planned extension opportunities or open-ended tasks.
- Differentiated homework
- Programmes that address the needs of G&T pupils
- Coherent management of pupil groupings
- Provision of opportunities for gifted and talented pupils to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with older pupils occasionally.
- Extension groups.
- Teachers weekly plans show differentiation within subject areas.
- The development of independent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical.
- PSHE programmes provide opportunities for pupils beyond the formal curriculum.

School Based Provision:

- Parents of pupils with specialist talents of music, art, dance, sport, drama etc are advised that their child would benefit from specialist teaching.

The following are offered on a regular basis and, although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practice and extend their skills.

- After school clubs
- Enrichment days / weeks
- Sporting activities, festivals etc.

Leading for Learning: Who Does What?

The senior leadership team is responsible for providing status and priority for the gifted and talented agenda within the school. Its responsibilities are:

Establishing whole school awareness

Providing a framework through whole school policy, governors' agendas

Creating momentum within the school

Supporting the gifted and talented coordinator

The Role of the Co-ordinator The school has a co-ordinator for more able children, currently Mrs Sally Beardsley

The Gifted and Talented Co-ordinator has overall responsibility for:

- ensuring that the policy is implemented
- co-ordinating the monitoring of progress
- liaising with external agencies
- ensuring that the professional development programme includes relevant aspects of gifted and talented provision.

All teachers have responsibility to provide for the needs of all the children in their class and to differentiate or alter the curriculum appropriately.