



# St Ethelbert's Catholic Primary School

## Gifted and Talented Policy

*"I serve Jesus with my body, heart, mind and soul."*

*Serviam* means 'I serve'. Jesus Christ has taught us that it is more blessed to serve than to be served. At St Ethelbert's school, following our Catholic faith, we serve the whole person – mind, heart, body and soul.

Body – because we care for our wellbeing, our parish neighbourhood and our environment.

Heart – because we teach love and respect for all.

Mind – because we believe in excellent education.

Soul – because we learn to pray and become closer to God as his children.

St Ethelbert's, aims to provide a curriculum, which is appropriate to the needs and abilities of all children. Teaching and learning is planned, to enable each child to reach for the highest level of personal achievement. This policy will ensure that children identified as *gifted* and *talented* are given opportunities for the best possible personalised learning according to their individual need, interest and aptitude.

### **Aim**

We recognise that all of the pupils in our school are gifted or talented in some way; however, we aim to ensure that those who excel in a specific area are provided with opportunities to develop their skills and achieve the highest possible standard within the school experience.

### **Objectives**

- Ensure that we recognise and support the needs of all children
- Enable children to develop to their full potential within the curriculum
- Offer children opportunities to generate learning outside of the curriculum
- Work with the children to find out how they would prefer to utilise and develop skills
- Provide advice, guidance and support to encourage children to think and work independently

### **Definition of gifted and talented**

*Gifted pupils* (as defined by OfSTED and DfES) are defined as having an academic ability which 'places them significantly above average for their year group'.

*Talented pupils* (as defined by OFSTED and DfES) are defined as having an ability in one of the *Arts*, which 'places them significantly above average for their year group'.

### **Identification**

When necessary, parents will be asked to provide information about their child's gifts and talents. This information will be used to help in the identification process.

At the end of every year, the class teacher will identify children who should be recorded on each register. This will be achieved through formal testing, as well as teacher assessments conducted throughout the year.

**The hard register:** Pupils identified within this criteria, will be recorded on the hard register. As we are a one form entry school, we will identify pupils as being *gifted*, if their academic ability, in one of the core subjects (Numeracy, Literacy, Science, ICT) is **three sub-levels above the average child in their class.**

As we are a one form entry school, we will identify pupils as being *talented*, if their abilities are **three sub-levels above the average child in their class**

**The soft register:** Pupils identified within this criteria, will be recorded on the soft register

In addition to identifying children for the hard register, we will also be assessing for children who show a significant talent or gift but are not reaching the academic level outlined above.

The top 5% of each class will be recorded on the soft register for each year group. This will ensure that all potentially gifted and talented pupils are identified and provision is made for those pupils.

**Aptitudes in Literacy:** Gifted pupils can be identified when they -

- Demonstrate a high level of fluency and originality in their conversation
- Can create and sustain accounts and reasoned arguments at a more abstract level in both speech and writing
- Take on demanding tasks at a high ability by researching, comparing, synthesising information from a range of different sources - including ICT
- 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
- Use language in ways that reflect an appreciation of the knowledge and interests of specific audiences
- Ask questions to gain information, justifying choices and take on or challenge others' approaches to a problem

**Aptitudes in Numeracy:** Gifted pupils can be identified when they -

- Think logically and work systematically
- Develop confidently and independently
- Sustain engagement with longer tasks
- Work flexibly and establish their own strategies
- Look beyond the question in order to hypothesise or reason
- Enjoy manipulating numbers in a variety of ways
- Are able to apply a strategy correctly to solve a problem
- Use mathematical symbols and language at a high standard

**Implementation:**

Teachers plan carefully to meet the needs of all children. All pupils can demonstrate knowledge through a variety of planned activities in the classroom. Including:

- Activities which allow pupils to respond at their own level (differentiation by outcome)
- Enrichment activities that broaden learning and knowledge
- Individual learning with a common theme which reflects greater depth of understanding and a higher level of attainment
- Collaborative work and time to think and discuss
- Peer assessment and teaching to enhance and consolidate knowledge and understanding
- Opportunities to develop independently and at their own rate
- Personalised learning
- Individualised targets in Literacy and Numeracy

Extra curricular activities are offered to extend learning.

Opportunities are provided, to work with and meet or compete with children of similar abilities and interests from different schools.

Educational visits, visitors, shows are organised to provide opportunities that enrich and develop the *gifts* and *talents* of all children.

#### **Management strategies:**

The role of the co-ordinator is to ensure that:

- the *gifted* and *talented* register is up to date
- staff are supported in identifying *gifted* and *talented* children
- subject leaders know what provision is being made for *gifted* and *talented* children in their subject area and evidence is collected (planning, photographs)
- the progress of *gifted* and *talented* children is monitored and discussed with the class teacher
- opportunities for extra-curricular activities are provided
- parents, governors and staff are aware of any provision for children on the hard register

#### **Monitoring and evaluation:**

- progress of *gifted* and *talented* pupils will be tracked throughout the year
- the register will be updated yearly and amended throughout the year if additional children are identified
- lessons observations by subject leaders and myself will be evaluated to ensure that appropriate provision is made for gifted pupils across the curriculum
- extra-curricular activities will be evaluated to ensure that provision is suitably challenging.

**Kelly Lockwood**

Review November 2017