



*Inspiring excellence
through learning together*

LOWER FARM PRIMARY SCHOOL

Gifted and Talented Policy

DCSF defines gifted and talented children 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).”

They can be identified in any year and amount to, approximately, 7-10% of the school population.

Able learners are defined as those who have abilities in one or more subjects in the statutory school curriculum, other than art and design, music and PE. They have the capacity for, or demonstrate, high levels of performance in an academic area. This also includes children who are leaders or role models and who display outstanding leadership and/or social skills.

Gifted children are defined as those with an innate ability, who present a natural, outstanding aptitude or competence for exceptional performance.

A **talented** pupil is one who demonstrates high levels of achievement with a specific ability in a non-academic area, including art, music, sport or the performing arts.

AIMS

At Lower Farm, we are committed to providing a secure and stimulating environment for all our pupils. We value excellence, recognise achievement and celebrate the success and effort of all our children, encouraging strong role models.

Provision for gifted and talented learners is seen as a whole school matter with emphasis on the education of the whole child. Support for gifted and talented learners is an integral part of the school’s aim to raise achievement and improve standards for all pupils.

OBJECTIVES

- To promote independence and self confidence of gifted and talented pupils
- To welcome individuality, freedom of thought and initiative from all pupils where it is positive to their development
- To provide opportunities for gifted and talented pupils in and outside of the curriculum.
- To celebrate the achievement of all pupils.



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To support staff in providing for gifted and talented pupils.
To provide a framework whereby gifted and talented pupils thrive and go on to fulfill their potential.

IDENTIFICATION AND ASSESSMENT

At Lower Farm, we use the following methods of identification and assessments:

- Classroom observations
- Analysis of pupils work
- Teacher assessments
- Tests
- Information from external agencies
- Nominations from parents/guardians (see appendix 1)

Children undergo ongoing assessment from the moment they start in 2s provision/Nursery/Reception class. This progress is monitored and discussed with the parents.

PROVISION

The challenge for teachers is to make every lesson motivating and engaging, and to ensure that every child is stretched.

Our curriculum and teaching:

- includes opportunities for open-ended and problem-solving activities;
- stretches the most able and allows them to show what they can do
- provides breadth and a range of learning experiences;
- incorporates a range of learning styles;
- will provide opportunities for problem solving, hypothesising and developing thinking skills;
- provides rigorous and constructive feedback to pupils on their work
- uses appropriate resources to stretch and challenge able pupils;
- encourages pupils to take risks as productive opportunities for learning;
- encourages children to become independent learners and take responsibility for their own learning.

OTHER PROVISION

In addition to lessons, we provide other opportunities for pupils with particular talents and abilities:

- A range of extra curricular activities, including clubs; leadership opportunities, debating etc
- Access to school resources eg ICT to allow learners to follow and develop particular interests;
- Encouragement for the gifted and talented pupils to participate in other activities provided outside school eg Tomorrow's Achievers



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RESPONSIBILITIES

Teaching staff:

All teachers have a responsibility to:

- Provide a curriculum and learning environment that allows all pupils to experience challenge
- Identify pupils who need to be on the G&T register
- Involve pupils in target setting and self-assessment procedures that will allow them to take responsibility for their own learning
- Build the self-esteem of pupils

Subject Co-ordinators:

- Subject coordinators should ensure that long term planning has suitable challenging opportunities incorporated for gifted and talented pupils and that these are supported by appropriate resources

Gifted and Talented Co-ordinator:

- Keep an updated register of gifted and talented pupils
- Track progress
- Pass on any information about extra curricular activities to the appropriate children
- Seek the opinions of the gifted and talented pupils and act upon.



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APPENDIX 1

Able, Gifted and Talented Pupils

Dear Parents,

Lower Farm regularly updates the 'Gifted and Talented/More Able' register. This is a register of pupils who are particularly able or talented in one or more activity or curriculum area. This ability could be in a subject area, within the classroom, or it could be in an activity outside the school. The register helps to ensure that children's needs are being catered for in a variety of ways.

DCSF 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)."

This letter is an invitation for you to nominate your child to be on the G&T register. Some parents, understandably, have little opportunity to compare their child's abilities to a large number of their peers, which may lead to an inaccurate view of their 'gift'. However, I still would like to hear your views. Parents spend more time with their children than do teachers and they see them in different situations and circumstances. As a consequence, they are sometimes aware of talents and abilities which have not been spotted elsewhere.

If you believe that your child does have a particular talent or possesses high ability could you complete the nomination form on the back of this letter, identifying the area(s) of ability and explain why you think this to be the case.

If you would like further information, please refer to the G&T policy and/or the link provided – both on the school website.

Thank you.

Yours sincerely,

Mrs S Moorman
G&T Co-ordinator



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APPENDIX 2

Able, Gifted and Talented Nomination Form

DETAILS OF PUPIL BEING NOMINATED

1. Full name: Class:

2. Ability / Gift / Talent (please specify)

3. Evidence

Please specify level of attainment (e.g. county champion or National Curriculum level etc)

YOUR DETAILS

1. Name:

2. Relationship to nominated pupil: