



# **GIFTED AND TALENTED POLICY**

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**‘Green Lane – a Big School With a Big Heart’**

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**Green Lane Primary Academy**

**Policy for More Able, Gifted and Talented Learners**

Green Lane Primary Academy has a clear vision for developing its young people to achieve their full potential and in doing so is committed to recognizing the More Able, Gifted and Talented learners. This policy helps to ensure that we recognize and support these children.

### **Definitions**

At Green Lane Primary Academy we have used the local and national guidelines to identify the 'more able, gifted and talented.'

The term '**more able**' refers to approximately 30-35% of the highest attaining members of our school cohort. Within this group between 5-10% will be identified as 'Gifted and Talented.' '**Gifted**' refers to a child who demonstrates high academic ability in one or more subjects in the academic areas of the Primary School Curriculum. '**Talented**' refers to a child who has a high level of skill in one or more of the non-academic areas, such as P.E, music, art and drama.

### **Aims**

At Green Lane we aim to:

- ensure that all children achieve their full potential
- ensure that we recognize and support the needs of our more able, gifted and talented learners within our short and medium term planning
- ensure that children are challenged and extended according to their needs
- provide appropriate activities for groups and individuals who are identified as more able, gifted and talented.
- liaise closely with local primary schools, feeder secondary schools, the LA, and external agencies to provide enrichment/extension activities

### **Identification**

A wide range of identification strategies are used at Green Lane Primary Academy including:

- Teacher observation and assessment
- Assessment tests (Foundation Stage Profile, SATs, and Optional Tests etc.)
- Ongoing assessments of pupils work
- Discussions with parents and guardians
- Assessment from Specialist staff (e.g. sports coaches, peripatetic music teachers etc.)
- Checklists of characteristics (see Appendix)

## **Provision for the more able, gifted and talented learners – Statement of Current Practice**

At Green Lane Primary Academy we aim to provide a classroom environment which encourages the success of all. In doing this we believe that challenging the more able, gifted and talented pupils will raise the achievement of all our learners.

We offer a wide range of extra-curricular activities for all our children through which we encourage our more able, gifted and talented learners the opportunity to develop their skills further. These activities include a range of sporting and musical activities as well as art clubs. They take place as part of our highly extensive Enrichment Programme in the form of after school clubs and holiday clubs.

Throughout the curriculum for all children but with the more able, gifted and talented particularly in mind there is a commitment to develop extension activities which:

- allow individuality of response
- encourage creativity and imagination
- satisfy developmental stage rather than chronological age
- stress process rather than content.

We also participate in Primary Partnership initiatives that are designed solely for the more able, gifted and talented learners.

As part of work with local Primary Schools an annual competition takes place with the Year 5 and 6 pupils on the G & T Register for Literacy and Numeracy based on the TV Quiz 'Countdown.' Other activities are also occasionally planned.

We aim to acknowledge the abilities of our more able and gifted children and therefore setting in both Numeracy and Literacy takes place from Year 3 onwards.

The teachers within Set 1, aim to meet the needs of all the children including the more able and gifted. As well as this we have used the opportunity of another teacher working in Year 6 to ensure that the gifted children in both Numeracy and Literacy are challenged appropriately so that their targets are met.

In Year 2, children are put into ability groups across the classes, as and when the Learning Team deems appropriate. The aim of this is to ensure that the more able and gifted are given the opportunity for challenge in both Numeracy and Literacy to also ensure that their higher targets are being met.

If a child particularly stands out from their peers, thereby even with appropriate provision in the year group, the child's needs are unable to be met we will consider moving year groups. Each case will be judged on individual merit and in discussion with parents, staff and the child concerned.

## **Inclusion**

More Able, Gifted and Talented pupils have equal access to all aspects of the curriculum and school life. The school recognizes that some gifted and talented pupils may be keen to specialise early in some activities to the detriment of other experiences or subjects in the curriculum. However, pupils will be encouraged to fulfil their potential in the subjects in which they are gifted or talented without reducing the breadth of their curriculum and personal experience of sporting activity, exercise breaks and fresh air.

## **Staff Development and Training**

The school makes use of local staff training and whenever possible, enables appropriate staff to attend local courses and conferences.

## **Leadership and Management of More Able, Gifted and Talented**

The Curriculum Leader for more able, gifted and talented pupils at school will:

- maintain the register in consultation with other staff
- monitor the school's provision for identified pupils
- monitor the progress of pupils identified as part of the normal target setting, data analysis and pupil tracking processes.
- Organise appropriate activities in conjunction with the LEA and local schools
- Support new staff in becoming familiar with our policy and practice.

This policy will be reviewed in line with a programme determined by the Governors Annual Work Programme.

## GIFTED AND TALENTED LEARNERS – Appendix

### CHECKLIST OF CHARACTERISTICS/OBSERVED BEHAVIOUR

<b>Name of child:</b>	Degree of Presence				
	Low			High	
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Exhibits an unusual memory					
Uses unique ways to solve problems					
Uses previously learned things in new contexts					
Exhibits unusual ability to order things logically					
Discusses and elaborates on ideas					
Takes initiative and shows independence					
Learns new concepts quickly					
Recognises relationships with previous learning					
Is perceived to be clever by other children					
Shows a sense of humour					
Persists with challenging tasks					
Elaborates on details when telling stories or news					
Works independently with little direction					
Can express themselves articulately					
Demonstrates advanced vocabulary for their age					
Asks questions about a variety of subjects					
Has a wide range of interests					
Is very observant and alert					
<b>TOTAL</b>					