

**Brighter Futures Academy Trust  
Luddendenfoot Academy**

**Gifted and Talented Policy**



<b>Name of Policy Writer/Amendments</b>	<b>Date Written/Amended</b>	<b>Next Review Date</b>
C.Webb	September 2015	December 2017

## **Gifted and Talented Policy**

At Luddendenfoot Academy, we aim to provide a curriculum appropriate to the needs and abilities of all our pupils thus enabling them to reach the highest level of personal achievement. In doing this we aim to recognise and support the needs of children who have been identified as gifted or talented in accordance with our own agreed and recommended guidelines:

- 'gifted' pupils as those who have significant abilities in one or more subjects in the school curriculum other than Art and Design, music and PE'
- 'talented' pupils as those who have significant abilities in Art and Design, music, PE, or in sports or performing arts such as dance and drama.

Luddendenfoot Academy aims to ensure that children who have been recognised as gifted and talented need to be given opportunities to follow a curriculum that offers additional breadth, depth and acceleration to the normal curriculum in order to develop their talents. They need to be able to work on tasks of greater complexity and abstraction and with a greater degree of independence.

### **Aims**

- to ensure that gifted and talented children are identified accurately and that provision is made for them.
- to enable gifted and talented children to achieve their potential by removing barriers to learning
- to offer gifted and talented children opportunities to generate their own learning and to develop their own independent learning skills by providing an extended and challenging curriculum
- to monitor the progress of gifted and talented children and liaise with parents/other agencies on the child's achievements.

### **Identification**

At Luddendenfoot Academy, quantitative measures of academic excellence are agreed (and updated in light of local and national information) to help in the identification of the school's most able learners.

For the purposes of our identification, gifted learners are described as working at least one academic year ahead of age-related expectation.

More able pupils are described working at least one academic year ahead of age-related expectation.

Gifted and talented pupils are a diverse group and their range of attainment will be varied. Therefore a range of strategies will be used to identify them. A child's particular gifts and talents may be identified through:

- observation of pupil's approach to routine work in class and activities outside the classroom
- observing the pupil systematically in a range of learning contexts and identifying those who demonstrate social or leadership skills, an aptitude for problem solving or acute listening skills
- observing pupils responses to their work and talking with them about what they like, dislike and what enables them to learn best
- tracking pupils

- observing their ability to take the initiative or adapt to different circumstances
- monitoring performance in the NC using Assertive Mentoring and other measures including standardised tests
- judging their attainment and progress against NC levels and similar pupils

### **Provision and Progression**

The teachers at Luddendenfoot Academy aim to develop a stimulating learning environment which allows all pupils, including those who are gifted and talented to apply their skills and understanding and develop their knowledge within a secure and flexible learning environment. Learning takes account of all preferred learning styles, and where possible, is personalized so that any potential barriers to learning are removed. Opportunities are provided for practical, creative and investigative work both individually and in groups and for linking different curriculum areas and ICT. Planning should demonstrate that account has been taken of the most able learners, and that independent learning and thinking is a priority.

Extra-curricular activities are provided by the school to extend the opportunities for children. Opportunities are also provided for children who demonstrate particular leadership skills or capacity for creative thought.

The gifted and talented coordinator attends network meetings regularly, and disseminates information to colleagues. Provision has been made for staff induction, training and development on issues relating to teaching gifted and talented pupils within school, and the SDP and performance management cycle link the needs of vulnerable pupils to our self-evaluation and monitoring processes.

### **Monitoring and Assessment**

The progress of gifted and talented children is tracked, assessed and monitored termly through;

- teacher assessment- written and verbal
- SAT results (KS1, KS2 and optional)
- NC and other standardised tests
- Teacher/SLT pupil progress meetings
- appropriate planning to extend the curriculum
- appropriate record keeping/ liaison with other staff
- monitoring and support from subject managers
- pupil tracking
- liaison with parents/other agencies
- register of children identified as gifted or talented.

### **Resources**

The school provides suitable resources with which to extend the curriculum for those children identified as gifted or talented. These may be accessed from other year groups/key stages or may be acquired from outside agencies. Groups of our most able learners work with staff on enrichment activities, for instance, extending Level 6 mathematicians in Year 6 and with other similar pupils from neighbouring schools, for instance a gifted and talented science day at a local secondary school.

### **Equal Opportunities**

This policy relates to all children within the school regardless of race, disability, gender, age or religious persuasion in line with the school's equal opportunities policy.