

POLICY FOR GIFTED & TALENTED CHILDREN

FLETEWOOD SCHOOL

Aims :

We are committed to providing an environment, which encourages all pupils to maximise their potential and this clearly includes pupils who display some form of giftedness.

Definitions :

“An able child, as defined by our school, is one who achieves, or has the ability to achieve, at a level significantly in advance of the peer group. This may be in all areas of the curriculum or in a limited range.” (Eyre, 1999.)

A gifted pupil is one who is in the top 5-10% 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 5-10% 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
Visual / Performing Abilities	dance, movement, drama
Mechanical Ingenuity	construction, object assembly (& disassembly), systematic, working solutions
Outstanding Leadership	organiser, outstanding team member, sound judgements
Social Awareness	sensitivity, empathy, carer
Creativity	artistic, musical, linguistic

Identification of the gifted and talented:

Before identifying any child gifted in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils as ‘gifted’ or ‘talented’ is a judgment that applies to the current class/school context and refers to the current level of performance only. This means that ‘at this time this child is showing ability in a particular area’. The school recognises this and will try to foster this ability where possible. Identification at Fletewood does not mean that in another school or context the child would be identified. A gifted or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

Teacher nomination
Assessment results
Specialist teacher identification
Parental nomination
Peer nomination
Self-nomination

It is worth remembering that gifted pupils can be:

Good all-rounders
Of high ability but with low motivation
Very able but with a short attention span
High achievers in one area
Of good verbal ability but poor writing skills
Very able but with poor social skills
Keen to disguise their abilities

Everyone in school has a responsibility to recognise and value pupils' abilities. We are aware that:

Unnecessary repetition of work is de-motivating and de-motivated pupils will not always demonstrate potential.
There is sometimes peer pressure to under-achieve.
Gifted pupils are not always easier to reach than other pupils.

Provision for the gifted and talented

Opportunities for extension and enrichment are built into all our schemes of work. We aim to focus on areas such as Personal Development Essentials – Chris Quigley Education Ltd – and Characteristics of Effective Learning – EYFS.
We aim to:

Maintain an ethos where it is OK to be bright.
Encourage all pupils to be independent learners.
Recognise achievement.
Be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievement.
Provide a wide range of extra-curricular activities and clubs.
Always provide work at an appropriate level.
Provide opportunities for all pupils to work with like-minded peers.

Types of provision

Classroom differentiation

Teachers have high expectations.

Tasks are designed to take account of levels of existing knowledge, skills and understanding.

There are planned extension opportunities or open-ended tasks.

There is access to higher tier assessment papers.

Small group work

Grouping by ability

Differentiated homework

School based provision

School clubs

Fast tracking groups

Enrichment opportunities

Opportunities for performance

Artists in residence

Specialist teaching

Out of school provision

National schemes/competitions/festivals

Policy Date: February 2022

Review Date: February 2027