**Rationale**

Longroyde Junior School fosters academic and personal development in a caring and challenging environment so that each individual can achieve his/her potential. Our school values all children equally and endeavours to ensure that each child should have the opportunity to realise his/her potential in a challenging and supportive environment. Our school will have, at any time, talented or gifted pupils, some of whom may be exceptionally able and this may be in one or more areas of learning. We believe that we can make a difference in enabling these pupils to achieve the greatest possible progress and recognise the value and importance of identifying and celebrating their achievements and successes. Research has shown that by making provision for gifted, talented, the standards of achievement are raised for all pupils. Our definition of ability recognises academic and practical performance as well as those who show outstanding artistic, musical and creative talent, physical skills, leadership qualities and the ability to process ideas and information. It also recognises that a child may possess this potential although performance may not currently reflect this.

**Aims**

At Longroyde Junior School we aim to provide appropriate education for all our children where individual potential can be realised. Those we identify as more able/gifted and talented should have the opportunity to work at higher cognitive levels or should have the opportunity to develop their specific talents and/or abilities. These pupils should also have an opportunity to improve their areas of comparative weakness as well as areas of strength. We also aim to provide staff and governor training and awareness and support and information for parents.

The aim of this document is to ensure a consistent approach to the identification and support of the gifted/talented child through:

• An agreed, shared definition of the terms “more able”, "gifted", "talented"

• Identification of talented or gifted pupils as early as possible

• Identification by the use of objective assessment measures

• Meeting pupils' needs with a range of appropriate strategies

• Raising staff awareness of the range of strategies available to them

• Providing access to a suitably differentiated and challenging curriculum

• An emphasis on creating opportunities for pupils to identify their gifts and talents and for abilities to flourish

• Fostering a culture of achievement by creating a climate of learning and excellence throughout the school

• Promoting opportunities for disadvantaged learners

• Working in partnership with parents/carers to help them promote children's learning and development

• Making use of links with other schools and the wider community to enhance learning opportunities

• Appointing a Gifted and Talented Co-ordinator to co-ordinate the above.

# Definitions

At Longroyde Junior School we have used the broad definition of ‘more able’ and the specific terms, ‘gifted’ and ‘talented’ to describe pupils included in the provision of this policy. Some children may be operating at (or beyond, with additional support) their potential. Care should be taken to ensure that these children are not extended further in a way that may result in unnecessary pressure or stress.

**More able** – In the context of our school, the term ‘more able’ may be applied to the top 10-15% in any subject. This is children who achieve, or have the potential to achieve, at a higher level than the majority of their same-age peers in this school.

**Gifted** – Gifted children are those with the potential to exhibit superior performance across a range of academic areas. Their attainment is well beyond age related expectations as defined by National Curriculum levels. A gifted child may be working two levels above the expected, ie. At the end of KS1 achieves a Level 4 and at the end of KS2 a level 6.

**Talented** – Talented children are those with the innate ability to exhibit superior performance in one particular creative area such as, art, design, music or P.E., or in a sport or performing arts such as dance or drama.

## Identification of More Able/Gifted and Talented Children

We need a clear picture of which pupils have exceptional ability and the nature of that ability if we want to make an appropriate curriculum response.

Identification is a continuous, whole school process, underpinned by procedures within individual classes. The process is rigorous, transparent, fair, does not discriminate against particular groups and is flexible enough to deal with pupils who join the school part way through their schooling. It is important to note that no single process should be used in isolation.

To identify these pupils we use a range of criteria:

* Teacher nomination

Teachers are best placed to identify more able children as they have a range of skills which enables them to do this. Judgements will be based on analysis of information from previous schools and teachers, observations and interaction with the children, parents and professionals, on-going assessment, careful record keeping, collation of evidence and a range of formal and informal tests (e.g. optional SAT’s, SAT’s, reading tests, aptitude tests, NFER Test etc.)

* Tests and Assessments

Tests are only part of the picture as they test for particular abilities. However, both summative and diagnostic, general and subject specific can be used to support other methods of identification.

* Checklists

A useful and more informal way of identifying more able children is to use the Calderdale Council subject-specific check lists, of the characteristics of a more able child.

* Educational Psychologists

To confirm identification an educational psychologists input will be sought if the above methods of identification need confirming further.

* Parental Nomination

The opinion of parents about their children is highly valued and will be taken into consideration but will also not be the sole method of identification. All parents consider their child to be special and believe that s/he is displaying exceptional ability but the school often recognises that ability to be similar to that displayed by many other children.

* Peer Nomination

Children are usually very quick to recognise ability in others and so it is part of our inclusive philosophy to listen to the views of children about children when they are offered.

* Awareness

Although not a formal method of identification, awareness is a useful one. The more we consider ability and look for outstanding ability, in a variety of areas, the more children we will identify.

* Knowledge

Knowledge of outstanding achievement outside of school can be very useful when identifying talented children.

We will not limit the numbers of pupils who can be identified as more able or gifted and talented.

The identification process will need to take into account factors such as motivation, personality and home background as these are significant in deciding on strategies to convert the potential into performance.

**Provision**

The needs of the more able pupils will be met largely within the classroom with enrichment programmes for some. Some gifted and talented pupils may need a modified curriculum and/or an individual educational programme (IEP). It is the responsibility of the class teacher to make sure that each child is suitably challenged, by:

* Grouping or setting pupils by ability when appropriate.
* Planning for differentiation generally and for the more able/gifted and talented specifically (e.g. Medium Term Planning will reflect this).
* Building in enrichment activities, designed to broaden and deepen the learning experience, stressing the development of thinking skills (e.g. comparative studies, problem-solving, lateral thinking and decision-making).
* Providing extension activities which allow children to move on to higher levels of skill or more difficult concepts (e.g. maths investigations, science experiments, DT challenges).
* Using open-ended questioning to encourage higher order thinking skills (close questions invite only one answer).
* Teaching effective research and study skills to encourage independent learning (e.g. through topic work).
* Setting enriched homework activities to challenge the children.

**Roles and Responsibilities**

**The class teacher will:**

• Take steps to liaise with year group colleagues and identify ‘gifted’ and ‘talented’ pupils across their year groups

• Assess/gather data to support the nomination

• Liaise with the Gifted and Talented Co-ordinator and parents/carers throughout the time the pupil is in their class

• Agree, plan and implement appropriate provision

• Record strategies to be used

• Include provision in medium & short term plans, as appropriate

• Review provision regularly

**It is the role of the Gifted and Talented Co-ordinator to:**

• Liaise with class teachers

• Make the teacher aware of the assessment data required

• Collate the assessment materials and results

• Work with the teacher to support the pupil and plan provision

• Contact parents and keep them informed

• Maintain the G&T register and update annually

• Work with all parties to decide upon the strategies to be used to maximise learning and development

• Liaise with and arrange other agency referrals as appropriate

• Review provision on a regular basis

• Liaise with the Head Teacher

• Review the effectiveness of the policy

**Subject co-ordinators are expected to:**

• Advise staff on planning for the more able/talented and gifted pupils (e.g. extension activities and project work detailed in schemes of work).

• Share with staff subject-specific activities, materials and resources which challenge the more able/gifted and talented children.

## Out-of-class activities

• We encourage children with sporting, musical or drama aptitude to attend extra-curricular activities run by teachers and other adults.

• Supply a data base of clubs and organisations where more able/gifted and talented children can attend out of school hours.

**Monitoring, Assessment and Evaluation**

Student achievements will be monitored and evaluated.

This process will include:

• Regular observation and recording of progress across the curriculum

• Encouraging pupils to assess and review their own performance

• Valuing out of school achievements

• Intervention activities to prevent underachievement

The co-ordinator will collect samples of work from more able/gifted and talented children, in order to demonstrate the standards that they are achieving. We will use these examples to inform the process of identification of more able/gifted and talented children as well as keeping a record of some of their achievements and showing progression in learning.