



“I have come in order that you might have life – life in all its fullness.”  
John 10:10

## Gifted and Talented Pupils Policy

<b>Policy accepted by FGB on:</b>	<i>16/3/2016</i>
<b>Next review:</b>	<i>Spring 2019</i>
<b>Signed (Chair of Governors):</b>	<i>NR Jockhuart</i>
<b>Statutory policy:</b> <i>Yes/No</i> <b>On school website:</b> <i>Yes/No</i>	

# GIFTED AND TELENATED POLICY

## 1. Introduction

*“Gifted and Talented children are those who have one or more abilities developed to a level significantly ahead of their year group – or those with the potential to develop these abilities.”*

DfES, Nov 2006

The current definition and terminology used by the DfE and adopted by Somerset Children and Young People’s Directorate are as follows:

- GIFTED: refers to academic ability in one or more subjects in the statutory school curriculum other than art, music, PE.
- TALENTED: refers to ability in art, music, PE, or any sport or creative art.

Pupils may be gifted or talented in one area or be “all-rounders”.

The whole school will agree a shared understanding of the term “Gifted and Talented” (G&T) taking into account our school’s social, economic, gender and ethnicity context and composition. We will expect that about 5–10% of Christ Church children will fall into the category of G&T.

Identifying high ability can be difficult, particularly where a child is underachieving. It should be remembered that different abilities emerge at different ages and in different circumstances. For this reason, identification must be an ongoing process throughout all key stages.

## 2. Identifying Gifted and Talented children

A wide range of identification strategies, using both quantitative and qualitative data, will need to be used, which may include the following:

- **Teacher observation and assessment** – not only of children’s written work but also their approach, the strategies they use, the extent to which they use their initiative and the questions they ask.
- **Careful tracking of pupils’ progress** – to ensure that children make expected or above average progress.
- **Information from other teachers** – in both the present school and any previous schools.
- **Information from a range of sources** – including parents, external agencies such as sports clubs, peers and the children themselves.
- **Exceptional performance** – in a specific area of the curriculum.

Having identified the G&T children it is important that all teachers are aware of their abilities and have high expectations of them.

Children will only be placed on our G&T register and recorded on our census returns if their ability exceeds the national expectations for their chronological age.

Their progress and provision will be discussed in planning and cohort discussions. The register will then be regularly reviewed and updated by the SENCO if appropriate.

### **3. Teaching Approaches**

Data should be used effectively to set challenging but achievable targets and progress needs to be monitored carefully at pupil progress meetings.

Teachers in each key stage will seek to provide a coherent programme of support and provision for G&T pupils.

A suitable programme of support for G&T pupils may contain elements of the following:

- **Use of pupil grouping** – grouping pupils either within the classroom or the school to ensure that G&T pupils have some opportunities to work with others of similar ability.
- **Extension/greater depth** – where pupils are following a common curriculum but the most able use more challenging resources and are asked questions that require higher levels of thinking.
- **Enrichment/more breadth** – which gives pupils learning experiences beyond the normal curriculum, including opportunities within the Frome Community Learning Partnership.
- **Pastoral support** – providing nurturing support for unhappy or isolated G&T pupils.