



Gifted and Talented Policy

This policy has been written as guidance for staff, parents or carers and pupils with reference to the following guidance and documents:

SEND Code of Practice, September 2014

The Equality Act 2010

**Department for Children, Schools and Families (DCSF),
Identifying gifted and talented learners- getting started, May 2008**

**Department for Children, Schools and Families (DCSF),
Effective Provision for the Gifted and Talented Children in Primary Education, May 2008**

**Gifted and Talented Education: Helping to find and support children with dual or multiple
exceptionalities, May 2010**

HMCI's Commentary on the Most Able Pupils, June 2016

Introduction

At Alamiyah School we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. This policy helps to ensure that we recognise and support the needs of children in our school who have been identified as 'gifted' and 'talented' according to national guidelines. There are gifted and talented pupils in every school but schools define their own populations. We believe that ability is evenly distributed throughout the population so a school's gifted and talented cohort should be broadly representative of its whole school population.



Aims and Objectives

The focus of this document is to help Alamiyah School identify those pupils who demonstrate in their learning and performance an above average ability in one or more areas. It also seeks to provide learning opportunities which challenge their thinking and ensure that they make appropriate progress.

Definition

Gifted and talented children are those who have one or more attributes / abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities). The term gifted and talented is not to be understood as referring to the most able of the national population. The term is relative and refers to the top 5 to 10% of our school. The term 'gifted' refers to those pupils who are capable of excelling in academic subjects such as English, Science, and History. 'Talented' refers to those pupils who may excel in areas requiring visio-spatial or practical skills such as games and PE, drama or art. The terms gifted and talented do not only refer to those pupils who are demonstrating abilities. It is recognised that those who are gifted and talented, for a number of reasons, do not always show their ability. Just as there are children who have learning difficulties and need a particular type of support in order to reach their potential, there are also gifted and talented children who need help to achieve their potential.

Roles and Responsibilities

The Class Teacher

The teacher in the classroom is at the heart of our school's provision for pupils with gifted and talented attributes. It is the class teacher's enthusiasm, skills and the quality of the relationships they engender within the class that will largely determine whether such pupils are able to make the progress of which they are capable.



The Head-teacher

The Head-teacher has overall responsibility for the quality of the educational provision for all pupils in the school, including those with gifted and talented attributes.

Governors/Trustees

There is a named Trustee involved in the Teaching and Learning at the School who supports any Gifted and Talented development in the school and is the point of contact for this area.

The Curriculum

When planning for gifted and talented pupils, our school takes advantage of the flexibility allowed by the Montessori Curriculum. Within the requirement to provide a broad and balanced curriculum, we allow pupils a deeper exploration of areas that they excel in to ensure that they are engaged and provided with sufficiently challenging learning opportunities. The Montessori Curriculum delivery is individualised as is the planning and assessment which allows us to teach the children according to their abilities and needs.

Transfer and Transition

Good communication between teachers of different phases and from year to year within a school is essential if suitable provision is to be made for gifted and talented learners. The information shared at this point of transfer within and between schools should give details of an individual's: preferred learning styles; particular strengths and weaknesses; work covered; targets for future developments. Much of this information can be shared through discussion as well as documentation.



Monitoring and Evaluation

The head-teacher has overall responsibility for the quality of the educational provision for all of the pupils in the school, including those with gifted and talented attributes.

Identification

A range of strategies will be used to identify children including:

- discussions with parents, both when the child starts school and at any later date;
- observation and reporting of exceptional abilities.
- Pupil's work. The ability of some able children is identifiable through the quality of their work or response to activities.
- Involvement of outside expertise such as Educational Psychologists, Autism Outreach or Curriculum Advisors. Note: A child who is academically years ahead of his/her peer group may have the personal maturity of an average child of his / her age – and possibly the social skills of an even younger child.

Whole School Provision

Before anything else we should ensure that differentiation by task is planned for, in some, if not all areas of the curriculum. The following should also be borne in mind if we are to develop the abilities and talents of our brightest pupils:

- Provide opportunities to develop specific skills, talents or interests;
- Allow bright children to proceed at their own rate with the curriculum being covered
- Ensure entitlement to a broad and balanced curriculum
- Respect children's hobbies and interests by encouraging individual research
- Some children may welcome an opportunity to tutor younger pupils
- Encourage wide and varied reading of literature
- Encourage opportunities to extend expressive, artistic or musical skills such as singing, poetry or craft and design work



Meeting Needs: Guidance for Staff

Most of the needs of the able pupil are served:

- if there is wide dissemination of the register in school;
- if there is close attention to the needs of individual children through differentiation by outcome, task, support, organisation or resource; * if there are high expectations of what the child can achieve;
- if there is careful monitoring of individual progress;
- if pupils are encouraged to think for themselves, to ask questions, to take responsibility for their own learning and to contribute ideas;
- if there is variation in pace, teaching style and organisation;
- when there is opportunity to work with specialist teachers;
- if there are extracurricular activities available;
- if there are links with other institutions or expertise as required

‘Classroom Provision’ Checklist

- How have you established a culture in which wrong answers are productive opportunities for learning (‘happy accidents’) and in which creative thinking is actively encouraged?
- How have you helped learners become more aware of their preferred learning styles?
- Do you provide significant opportunities for them to practise learning styles they find more difficult?
- How are you developing and maintaining a classroom of achievement?
- How often do you encourage creative thinking by asking open-ended questions to which there are no right answers?
- How are learners involved in self-assessment and / or peer assessment?
- How effectively are you involving teaching assistants or supply teachers in the identification of, and provision for, the gifted and talented.
- How effectively are you liaising with other teachers in the school, local resources and support services?



Review

This policy will be reviewed annually or sooner or if there is any change in statutory guidance or legislation. See 'Policy Review Schedule'.

Adopted in a meeting at Alamiyah School on 31/08/2018

Signed: H Musa (Headteacher) and S Motara (Chair of Trustees)