



# Gifted and Talented Policy

Last revised: November 2018

Policy Owner: Head of Learning Support

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## Contact details for G&T co-ordinating staff

- Mrs.N.Price - Deputy Head ([n.price@lyndhurstschool.co.uk](mailto:n.price@lyndhurstschool.co.uk)),
- Ms M. Ash - Head of Learning Support ([m.ash@lyndhurstschool.co.uk](mailto:m.ash@lyndhurstschool.co.uk))
- Mrs C. Papavergos - School Governor ([Office@lyndhurstschool.co.uk](mailto:Office@lyndhurstschool.co.uk)).

## Policy Statement

This policy is a statement of the entitlement of children with high ability at Lyndhurst School. It has been developed from reading and research and through staff consultation.

The policy now reflects the expertise of staff within the school. It also reflects the commitment and ethos of Lyndhurst School to support and challenge the able child.

Our academically rigorous, individually tailored and dynamic curriculum challenges and supports all pupils.'



## **Compliance**

This policy complies with: Department for Children, schools and families - Effective provision for gifted and talented children in primary school

- SEND Code of Practice 0 – 25 (Sept 2014)
- Lyndhurst School Inclusion Policy (Early Years)
- Equality Act 2010 – Advice for Schools DfE

Associated policies:

- Lyndhurst School 3 Year Accessibility Plan
- Lyndhurst School Early Years - Enjoying and Achieving Policy
- Lyndhurst School Staff Handbook

All Lyndhurst School Policies can be viewed on the School's website  
[www.lyndhurstschool.co.uk](http://www.lyndhurstschool.co.uk).

## **Aims**

- To support and celebrate the abilities, personal qualities and talents of all children, where possible within the school environment
- To encourage a pupil centred approach by seeking the views of the child (see Appendix 1 – One page profile)
- To ensure that all children receive an education appropriate to their abilities – to personalise the education experience for all
- To provide teaching that makes learning challenging and enjoyable. To provide higher order thinking and questioning skills
- To employ a wide variety of methods of recognition of potential
- To recognise under-achievement and seek to remove the barriers
- To stimulate children through extra-curricular activities and through curriculum enrichment
- To have the expectation that the curriculum for all will be extended by realising the needs of the most able
- To train the staff to provide for these aims to be achieved
- To compile a Gifted and Talented Register
- To monitor the progress of all children using summative and formative assessments and the use of target trackers



## **Definition of Gifted and Talented**

'Gifted' are those pupils who have abilities in one or more subjects in the statutory school curriculum other than art, design and technology, the performing arts, P.E. and in sport.

'Talented' are those pupils who have abilities in art, design and technology, the performing arts, P.E. and in sport.

## **Identification**

Children at Lyndhurst are continually assessed throughout the school. The following methods are used:

- Teacher observation and informal assessment
- Results of formal assessments and tests – test results are used to analyse children's attainment against their peers and against standardised or national expectations
- Background knowledge
- Parent nomination – parents will sometimes be able to draw attention to specific skills and talents their child does not demonstrate at school -
- Tracking and data analysis

A teacher can identify a pupil as having a gift or talent at any time of the school year. The teacher will complete a nomination form (appendix 2) having gathered evidence and at the following G&T meeting the child will be considered for being placed on the register. Consideration is made by all the members of the teaching staff and the SLT. During these meetings a child who has previously been on the list who is no longer demonstrating their abilities may be removed from the list.

## **Characteristics of G&T**

- Think quickly and accurately
- Work systematically
- Generate creative working solutions
- Work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations
- Communicate their thoughts and ideas well
- Be determined, diligent and interested in uncovering patterns
- Achieve, or show potential, in wide range of contexts
- Be particularly creative
- Show great sensitivity and empathy
- Demonstrate particular physical dexterity or skill
- Make sound judgements
- Be outstanding leaders or team members



## **Provision and Support**

The role of the teacher is vital in challenging the thinking of the gifted child.

Work will be targeted to pupils' abilities and previous knowledge, skills and understanding. It will be differentiated by expectation, task, resource, dialogue, support and pace as well as by targeted probing questions. Differentiation will modify the learning experience of the gifted child to promote the opportunities for them to engage in higher order thinking.

There will be activities organised to enrich and vary the curriculum experience for all pupils, designed to give specific opportunities for gifted and talented pupils to develop, by drawing them together for specific activities. There will be added breadth to a child's attainment and progress through activities that consolidate and widen the child's knowledge, skills and understanding. For example through Mandarin Chinese Club, Creative Writing Club, Archery Club, Chess Club, Origami Club and many more learning enrichments clubs that Lyndhurst offers every day.

Extension materials will be developed to extend and develop the knowledge, skills and understanding of the identified pupils.

Progression will be possible for the identified pupils in particular subject areas.

## **Extra-Curricular Activities**

Extra-curricular activities are highly valued for all children but can be particularly motivating and inspiring for the gifted and talented child.

At Lyndhurst we provide the following:

- Academic, creative and sports clubs
- Activity days – Inter House competitions – (creative and academic) to promote team work and enhance leadership skills
- School outings at least one per term – to enhance specific subjects in the curriculum
- Residential trips - Modern language skills (Year 5). Orienteering and sports activities (Year 6).
- Day visits from outside agencies – Cycling Proficiency, Scooter Safety, Daley Thompson Academy etc.
- The use of specialist teacher or visiting artists, authors and musicians
- A broad, creative curriculum, giving artistic children a chance to thrive



## **Monitoring and Evaluation of G&T Provision**

The monitoring and evaluating of G&T provision is an ongoing process. The Senior Leadership Team carries out regular appraisals focusing on planning and differentiation in the classroom setting. Work scrutiny and test results are analysed and any gaps are identified and training is delivered. The SENCO meets with the SLT as required and termly with the G&T Governor. Evaluation and monitoring arrangements enable us to continually review and seek to improve provision for all G&T pupils.

The following people at Lyndhurst co-ordinate and monitor the needs of the gifted and talented pupils:

- Mrs. N. Price - Deputy Head – Senior Leadership Team
- Ms M. Ash – Gifted and Talented Leader (SENCO)
- Mrs C. Papavergos - Governor

## **Review and Development**

Each year the school will draw up a register of able children in each year group. The Senior Leadership Team, alongside the teaching staff will review and moderate the list, by monitoring their progress carefully.

The register will be updated twice a year.

## **Partnership with Parents**

Parents and teachers work together to meet the needs of the gifted and talented child. Parents will be kept informed of up and coming events for gifted and talented children, in school and in the wider community.

## **Transition to Secondary School**

The Head Teacher/ Deputy Head will advise parents on the most appropriate Secondary School that will meet the needs of their Gifted or Talented child.

Gifted children may be asked to sit a scholarship examination and it will be the responsibility of the subject teachers to prepare them.

Talented children may be advised, as soon as identified, to start collecting a portfolio of their achievements (Sporting or performing arts).

The Head Teacher/Deputy Head will liaise with the staff of the chosen school to inform them about a particular able child so that their gift or talent can be recognised and nurtured.



## **Training and Resources**

All teachers are required to undertake training and development to ensure a high quality of teaching for pupils. Teachers attend three inset training days per year, teacher-to-teacher learning by peer lesson observations and external courses to ensure they are aware of the latest strategies to extend G&T pupils.

Updated guidance, which set out the general principles for primary schools to follow in order to plan and deliver effective provision for gifted and talented learners, is available for all staff to read (on Staff Share).

## **The National Association for Gifted Children (NAGC)**

The NAGC has developed ten principles of good practice for schools.

They are:

- Flexibility in meeting needs
- Valuing diversity, dealing with underachievement
- A partnership with pupils and parents
- The leadership of the Head Teacher and the Senior Team
- Regular observation and review with early and prompt intervention
- High teacher expectations
- Positive attitudes of the teachers who are prepared to go "the extra mile"
- Close primary/secondary liaison
- Good use of external resources
- The absence of labels and working toward the child's strengths

Lyndhurst staff aim to adhere to these principles in daily school life.



# One Page Profile

Name:

Year Group:

Age:

Teacher:

Date:

<p>My strengths are...</p>	<p>How can school help me to achieve my goals...?</p>
<p>My aspirations and dreams are...</p>	



# Lyndhurst School Gifted and Talented Identification Form

Nomination Type: (Please circle)  
 Teacher/ Parent/Other

Date: \_\_\_\_\_

Name of child:	Year Group:
Age of child:	Teacher:
<b>GIFTED</b>  Methods of Identification used: Test Results Class work Other additional evidence	<b>TALENTED</b>  Methods of Identification used: Observation Class work Conversation with Parents Other additional evidence
Mathematical ability	Art/DT
English language and communication	Performing Arts (including dance)
Other (please write)	Sports