



Gifted and Talented Policy

'Schools have the discretion to determine whether they require a specific policy on gifted and talented provision, or whether this will be addressed in another policy/policies developed by the school. Feedback from schools suggests that where schools have a specific policy, staff are much clearer about the school's direction on this area and understand their roles and responsibilities in contributing to this.'

Effective Provision for Gifted and Talented Provision in Primary Education

At Oasis Academy Byron our teaching and learning is planned so that each child can aspire to the highest level of personal achievement. The purpose of this policy is to help to ensure that we recognise and support the needs of those children in our school who have been identified as 'gifted' and/or 'talented' according to national guidelines.

"Gifted" describes pupils who have the ability to excel in academic subjects such as mathematics and English. **"Talented"** describes those who have the ability to excel in practical and creative skills such as sport, music and art. There are gifted and talented learners in every year group in every school. The DfE assume that around 10% of every school population should be identified as gifted and/or talented.

Aims

- To develop the skills and talents of every child in the school.
- To identify children who are able and talented.
- To monitor the development of the whole child intellectually and emotionally as well as in a specific area of ability.
- To inform and involve parents.
- To guide able children towards extra curricular activities.
- To monitor and review progress.
- To liaise with outside providers.

Identification

- Able children will be the top 5% to 10% in ability from each year group.
- Talented children will be those with a specific aptitude (well above peer group) show in one or more areas in learning.
- Classroom observation and assessment.
- Termly progress meetings.
- Background knowledge from previous educational establishments or parents.
- Information from Foundation Stage Profile assessments and SATs results.

Able pupils can have/be :

- Good all-rounders
- High ability in one area only
- Of high ability but with low motivation
- Of good verbal ability but having poor writing skills
- Very able with a short attention span
- Very able with limited interpersonal skills

- Keen to disguise their abilities
- SEN (eg children on the Autistic spectrum)
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Provision

In the classroom:

- Developing an effective and secure learning environment (e.g. new technologies, resources, celebration of achievement).
- A relevant and challenging curriculum .
- Sharing a range of flexible learning strategies to meet the needs of able pupils and able underachievers (to include specific strategies i.e. higher order thinking skills, problem solving, independent learning etc.)
- Subject specific differentiation and extension.
- Encouraging learners to reflect on the process of their own learning (i.e. to understand the factors that help them make progress and link learning to wider applications).

Beyond the classroom - includes:

- School clubs.
- Enrichment opportunities.
- Partnerships with other schools to provide extended opportunities.
- Liaising with outside agencies.

Transfer and transition

Oasis Academy Byron will endeavour to ensure that the needs of able pupils are identified and met at all points of transition to inform planning and ensure progression. Systems are in place for transfer of information e.g. planning meetings between teachers, moderation meetings with secondary schools, meetings with parents.

The Gifted and Talented subject leader, in conjunction with the Principal and Class Teacher will:

- keep a register of gifted and talented pupils that is updated at least termly
- monitor teachers' planning to ensure that suitable tasks and activities are being undertaken across all curriculum areas by the higher achievers
- regularly review the teaching arrangements for these particular children
- monitor their progress through termly meetings with teachers
- support staff in the identification of these children
- provide advice and support to staff on teaching and learning strategies
- liaise with parents and carers, governors and LA officers on related issues.

Monitoring

- The Academy Council will be updated through the subject leader and the SEN governor.
- The subject leader will meet termly with the SEN academy councillor to discuss issues and progress related to the gifted and talented agenda.
- The policy will be reviewed every three years or sooner if the need arises.