



Gifted and Talented Policy

Policy Dated: October 2011
Review Date: October 2013

At Brüggan School we recognise that we have more able, gifted and talented pupils.

1. Definitions

At Brüggan School we recognise that we have more able, gifted and talented children and follow the definition adopted by the DFES which describes a range of 5% to 10% of pupils in the school.

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

'**Gifted**' refers to those pupils who are capable of excelling in academic subjects. Gifted children will be identified as those who are performing significantly above the expected level in one or more curriculum areas.

'**Talented**' refers to those pupils who may excel in areas requiring visual-spatial skills or practical abilities, such as art and design, music, P.E or performing arts such as dance and drama.

Pupils may also demonstrate significant abilities in other areas such as:

- creative or productive thinking
- leadership skills
- social skills.
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Some more able, gifted and talented pupils may also appear on the Special Educational Needs (SEN) register.

These pupils are identified, challenged and supported in order to ensure that they develop and progress at an appropriate pace.

We will;

- Recognise that the pool of more able, gifted and talented pupils will change over time as children develop at different rates and move schools.
- Have strategies in place for the identification of more able, gifted and talented pupils.
- Ensure that more able, gifted and talented pupils are extended and challenged within and across the curriculum
- Recognise that good teaching that challenges more able, gifted and talented pupils in the classroom will impact positively on all pupils' learning.

2. The Principles of More Able, Gifted and Talented Education

- More able, gifted and talented pupils should have the opportunity to experience success in learning and achieve as high a standard as possible.
- Teachers should set high expectations and provide opportunities for all more able, gifted and talented pupils to achieve the best that they can.
- Teachers should work to overcome potential barriers to learning for individuals and groups of more able, gifted and talented pupils.
- More able, gifted and talented pupils should experience a broad, balanced curriculum throughout their schooling that meets the requirement of the National Curriculum, including religious education;
- More able, gifted and talented pupils also have the right to leisure.
- There should be recognition of underachievement in both individuals and identified groups of pupils.

3. Aims

Brüggen School aims to support more able, gifted and talented pupils and promote 'excellence for all':

- Providing stimulating learning experiences for all pupils that encourage independence and autonomy and support pupils in using their initiative
- Recognising underachievement in both individual pupils and identified groups of pupils
- Fostering the development of well rounded and balanced individuals both intellectually and socially
- Encouraging pupils to reflect on the progress of their own learning and to understand the factors that help them to make progress
- Encouraging pupils to be open to ideas and initiatives presented by others, thus promoting the importance of citizenship and cultural diversity
- Creating a culture of success and celebrating achievement
- Making creative use of the wider community in extending pupils' learning
- Working in partnership with parents and carers to promote pupils' learning and development
- Developing a range of identification and assessment procedures to ensure that the needs of more able, gifted and talented pupils are recognised and understood

- Planning is **personalised, consistent and sequential**. Teachers plan to develop gifted and talented pupils' interests, and their independent and **interdependent learning**.
- The teacher's planned groupings of pupils meets the needs of all gifted and talented pupils. This includes facilitating cross-year and phase groupings where appropriate.

4. Identification

In order to ensure a broad range of appropriate pupils, our identification process can include any of the following:

- Formal assessments by the class teacher or National Curriculum
- Public examinations
- Music, art or sporting awards
- Teacher assessment

Recommendations for inclusion on the G&T register can be made by:

- parents/carers and relatives
- teachers and other school staff
- specialist external staff who work with the school
- adults involved in out-of-school activities
- other professionals, e.g. those involved in extra-curricular activities such as sports, music, competitions, leadership

5. Monitoring and Reviewing

The Inclusion Manager is responsible for the following:

- maintaining and updating the G&T register of pupils and informing parents
- monitoring the provision made for G&T pupils each term
- tracking the progress of gifted pupils in Numeracy, Literacy and Science and reviewing their progress
- providing opportunities for talented pupils to showcase their talents e.g. Talent Show, assemblies, concerts.