



**Applies to:**

- all staff (teaching and support staff), the proprietor, pupils and volunteers working in the school.

**Appendices to the Able, Gifted and Talented Policy:**

- Teaching and Learning: Curriculum Policy
- Differentiation Policy
- Assessment and Reporting for Learning Policy
- Special Educational Needs Policy
- Policy for Raising Achievement
- Subject and Aspect Policies including, where relevant, Schemes of Work (Programmes of study)

**Other Related Documents Include:**

- EYFS - Curriculum Policy Appendix
- Homework Policy
- Special Educational Needs and Disability Policy (SEND) Policy
- Educational Visits and Off-site Activities Policy
- Appropriate plans, schemes of work and/ or programmes of study.

**Availability:**

This policy is made available to parents, staff and pupils in the following ways: on request, a copy may be obtained from the Office.

**Monitoring and Review:**

- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.
- The Class teachers are responsible for the day-to-day organisation of the curriculum which takes into consideration the needs of the able, gifted and talented, along with monitoring the weekly lesson plans, ensuring that all lessons have appropriate learning objectives.
- SLT observe the way subjects are taught throughout the school. They review long-term and medium-term planning and ensure that appropriate teaching strategies are used.
- It is intended that the review and development of the curriculum will support enthusiastic and inspirational teaching. The process of review plays a key role in the continuing professional development of the teaching staff at Eastcourt Independent School.
- The Headteacher undertakes a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed: *C. Redgrave*

Date: August 2021

Mrs Christine Redgrave  
Headteacher and Proprietor

**Introduction**

We believe in providing the best possible provision for our pupils. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. Our School has a responsibility to ensure sustainable and effective provision for the needs of gifted and talented pupils. The aims of this policy are aspirational and evolutionary. Gifted and talented provision should meet the specific learning needs of these

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pupils. Such provision should improve achievement for all pupils by giving appropriate challenges. Provision for the gifted and talented should be rooted in the notion of 'developing expertise', and is not just about passing more exams. Gifted and Talented Education includes able, gifted and talented pupils.

### Definitions

We believe these definitions to be useful and accurate. They are:

- **Able:** pupils who have the potential or capacity to develop expertise in one or more areas of learning or performance;
- **Gifted:** pupils who have a broad range of achievement at a level well above average, typically in the more academic subjects;
- **Talented:** pupils who excel in one or more specific fields, typically those that call for performance skills, such as sport or music, but who do not necessarily perform at a high level across all areas of learning.

There will be a percentage of the children in our school who will be considered as gifted and/or talented. Provision will be made for these children within normal class teaching, but sometimes we will provide enrichment or extension activities to promote their skills and talents still further. The 1993 Special Educational Needs Code of Practice did not include gifted and talented in the definition of those having Special Educational Needs. Children who fall into the category of very able learners require a specific orientation to ensure their needs are addressed. The following criteria illustrates the possible dichotomy between bright/able children and truly gifted and talented individuals:

Bright child	Gifted and talented child
Interested in excess of the norm	Highly curious; wonders a lot and articulates a creative response
Often has good ideas	Inevitably has strong insights and often conspicuous signs of lateral thinking
Answers questions appropriately with strong degree of accuracy	Elaborates on sharp insightful observations; makes excellent connections with other information domain - good at bridging
Repetition is required for strong skill	One or two repetitions are required for mastery of deep understanding
Has strong propensity to understand	Constructs abstractions readily
Grasps meanings beyond that which expected	Draws inferences, readily concludes
Recreates with great accuracy	Creates original work
Solid technician or operator	Readily creates and invents
Absorbs information	Manipulates information
Has a good ability to memorise	Very good at memorising and making informed guesses
Makes sound observations when shown how	Highly self-critical and has a tendency to set exceedingly high standards
Enjoys and motivated by straightforward sequential challenges	Thrives on complex challenges

For identification purposes gifted and talented children can be grouped as follows:

- Broadly gifted - excel in all they do and enjoy that success; easy to identify;
- Talented - possess a particular, if not striking, ability in one area, e.g. Maths or Music; relatively easy to identify as they tend to be academically able and successful;
- Rebellious gifted - possess some behavioural difficulties which manifest themselves as potentially disruptive and under-achieve; often such children are identified as purely disruptive or as a lower ability;
- Creatively gifted - deep thinkers who may be unpopular with peers due to a perceived lack of social skills; may be incorrectly identified as disruptive;
- Concealed gifted - under-achieving children who do not want to be different from their peers so they may

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merge into their peer group; often such children are incorrectly identified as underachievers or simply less able.

While we recognise and cater for these particular categories of children in our school, at the same time, we respect the right of all children, irrespective of differences in ability, to access various areas of learning, both for their self-fulfilment, and for their eventual development into active and responsible adults. We value the individuality of all our children and ensure that our teaching and learning takes into account the needs of all the children. We are committed to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our very able and more able children.

### **Aims**

The school's aims and objectives encourage all pupils to reach their true potential and eventually become independent learners who value learning with and from others while embracing initiative. The school aims to:

- ensure that school policies include a focus on the needs of gifted and talented children;
- develop effective school-wide strategies to identify, educate and support the gifted and talented;
- develop a sustainable and effective curriculum
- try to ensure that provision has optimum impact on the progress of able, gifted and talented pupils;
- explore and develop means of collaboration to help able, gifted and talented pupils and provide for their needs;
- enable children to develop to their full potential;
- offer children opportunities to generate their own learning;
- ensure that we challenge and extend the children through the work that we set them.

### **Identification of gifted and talented children**

We use a range of strategies to identify gifted and talented children. The identification process is ongoing, and begins when the child joins our school. Each child's pre-school record gives details of achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records. Observations by the teacher take place during a child's first term in Reception. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's Foundation Stage profile with the parent or carer, and use this information when planning for individual needs. As the children progress through the school, we test them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets. We identify them as very able and more able children when they achieve high levels of attainment across the curriculum (very able), or in particular skills or aspects of subjects (more able).

Multiple criteria and sources of evidence are used to identify potentially able, gifted and talented pupils within the school. An accurate record of able, gifted and talented pupils is maintained and updated at regular intervals.

We track the progress of all children in each class at regular intervals throughout the year. Whole class tracking allows us to more easily identify children who are performing at levels significantly higher than most of the children in the class. The children undertake assessments at the end of each year, and assessments for English and Maths are administered each half term. Also children in Yr 5 sit CATs (Cognitive Abilities Tests) each year. Teachers also make regular assessments of each child's progress in all subjects of the National Curriculum.

Each teacher regularly reviews the children's progress and records this in their Assessment File. Teachers discuss the children's progress with parents at Parents Evenings, and provide an annual report on each child's progress. Referral, assessment and identification can come from diverse sources, e.g.:

- teachers request following observation
- parental request
- following blanket testing of Foundation Stage
- CATs, NFER Tests or school exams.

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## **Aptitudes in English and Mathematics**

Gifted children in English are identified when they:

- demonstrate relatively high levels of fluency and originality in their conversation;
- use research skills more effectively to synthesise information;
- enjoy reading, and respond to a range of texts at a more advanced level;
- use a wider vocabulary, and enjoy working with words;
- see issues from a broader range of perspectives;
- use more advanced skills when engaged in discussion.

Gifted children in mathematics are identified when they:

- explore a broader range of strategies for solving a problem;
- are more curious when working with numbers and investigating problems;
- see solutions more quickly, without needing to try all the options;
- look beyond the question in order to hypothesise and explain;
- work more flexibly, and establish their own strategies;
- enjoy manipulating numbers.

## **The Need for Early Identification**

Like many other children, gifted and talented children can often fail to achieve their potential and may be unable to cope with their abilities and can suffer from many difficulties. Early identification, assessment and provision is important for gifted/talented children for the following reasons. It can minimise difficulties that can be encountered when interventions and provision occur. These difficulties are typically:

- low confidence and self-esteem;
- high degree of frustration and self-blame;
- poor study skills;
- social isolation and a belief that they are misunderstood and different from their peers;
- problems with concentration;
- living in own 'private' world.

It can maximise the likely positive response of the child, for e.g. gifted and talented children who are underachieving may be given a much needed boost by realising their potential by achieving a high assessment score.

Able children, like all children having special education needs, have their own unique cluster of characteristics. The psychological imprints that learning abilities may have caused will effect individuals in different ways. Often dyspraxic able children feel greater levels of social threat for example than dyslexic children. ADHD able children typically will be less emotionally resilient than others. It is difficult to make generalised statements about features of the failing able child but there is recognition of certain characteristics which are considered in regard to the management of special needs.

- **Coping Strategies.** Able children with special needs do not necessarily have heightened emotional resources. Often the opposite is the case. These children may have suffered from inaccurate assumptions based on coping expectations which fall short of requirement. Sometimes such children are skilled at masking difficulties.
- **Parental Expectation.** High scores on tests may suggest that the child has strong potential across all or most intellectual activities and/or spatial reasoning. No-one would assume for example a gifted musician need be similarly gifted in say English, chess or Drama. Often able children are expected to achieve a high level in all areas despite evidence that seldom is ability expressed uniformly across the board. Realistic expectations need to reflect the best interests of the child. Parents and carers may need to be reassured that such areas as differentiation (English and Maths), the nature of support, general educational management and

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expectations are considered responses given the nature and effect of learning abilities.

- **Developed Verbal Reasoning.** Good language resources can increase the ability to grasp complex concepts. Such skills can also arm a child to further develop avoidance and manipulative strategies. To avoid exposure and any resulting ill effect, able children may use language forcefully to protect self-esteem and market self-worth as opposed to a strongly developed adjunct to learning. In some cases a lack of tolerance is proportional to the command of verbal reasoning.
- **Social Difficulties.** Able children, like all children generally, require recognition for their successes. If they experience an overdose of failure heightened by untoward discrepancy in performance given expectation, social problems may be a further by-product of such experiences. The quest to prove worth by marketing intelligence can intrude on social reasoning.
- **Agenda Search.** Able children who rely on determining factors that give reasoning an edge, may assume answers are too accessible to justify the challenge. They may search for hidden possibilities and thus steer an inaccurate course. The resulting wrong answer may cause acute embarrassment.
- **More Stretching/Challenge.** Sometimes able children with special abilities and learning styles have a higher threshold of boredom. Even though processing skills may be developed, filing and accessing may be poor. Despite the need to stretch and challenge to keep them on track, stimulated and motivated, due consideration is required regarding aspects of inefficient functioning.
- **Concept Command.** Given the possibly superior bridging abilities, concepts may be grasped readily. This need not imply that they can be expressed adequately. To gain recognition able special needs children may have developed an appetite to forcefully express knowledge publicly and thus advertise their success. When denied success in certain areas of functioning there may be a need to set the record straight in terms of rectifying any untoward publicity when contrasted with others.
- **Frustration.** Able children may be better able to identify their own possible dysfunction. This may lead them to feel very sad or worried about their lives. It can lead to depression and acute frustration.

The school policy on such children is:

- to help them to understand the reasons behind how their minds works, any under achievement and that this is a temporary inconvenience and not a lifelong handicap. They require help in managing the dichotomy in learning variation;
- to rectify untoward responses to learning style as quickly as possible;
- to help them develop key life skills. Able special needs children may require a considered intervention. They may have a better developed contribution to make toward their own assessment. Also, they may have a stronger potential to develop self-advocacy skills;
- to assist them in utilising strengths. Able special needs children may require specific help in learning how to learn. Given the real strengths, these could be employed to help overcome any weaknesses;
- to reassure and encourage. Such children may need to become more accepting towards themselves, especially if they have become reliant on seeking the advantage from expressing ability. Like all children, they need to know that the teacher cares and is with them and for them and skilled in techniques to put things right which may need due attention.

### **Teaching and learning**

A range of methods/strategies are employed to meet the needs of the able, gifted and talented pupils. Teaching and learning is suitably challenging and varied to promote breadth, depth and pace, and to promote high achievement. Innovation and new technologies are used to raise achievement and stimulate motivation.

Our teachers plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning, such as by providing:

- a common activity that allows the children to respond at their own levels;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;

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- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for children to progress through their work at their own rate of learning.

From Reception, we work/use individual pupil targets for Literacy and Numeracy. The children know their targets and they are updated every half-term, or earlier if a child reaches his/her target(s). Where appropriate children will have a Personal Learning Plan (PLP) or Educational Health Care Plan (EHCP).

The school endeavours to ensure those designated as 'gifted and talented' are appropriately challenged and provided for through the setting of individual targets in Maths and English. Gifted and talented children may be academically several years ahead of their peers but are still likely to be emotionally and socially at their chronological age.

In meeting the needs of gifted and talented, the following is considered:

- planning schemes of work and the broader curriculum with specific consideration being given to the gifted and talented children;
- planning and implementing related issues, e.g. resources, differentiation, teaching and learning styles;
- developing enrichment and extension materials to stretch the most able;
- the structure and dynamic of different teaching groups.

We offer a range of extra-curricular activities for our children. These activities offer higher achievers the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs. Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children. The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

### **Management strategies**

SLT coordinate the provision and practice within the school for gifted and talented children. The role includes:

- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken across all curriculum areas by the higher achievers;
- regularly reviewing the teaching arrangements for these particular children;
- supporting staff in the identification of these children;
- providing advice and support to staff on teaching and learning strategies;
- liaising with parents and carers.
- ensuring there is a focus on gifted and talented children in the school;

### **School Initiative**

The school ensures that staff development and deployment shows an awareness of gifted and talented children, and that gifted and talented children are discussed at Staff Meetings. This includes INSET arrangements. The school reviews the curriculum annually in order that it retains continuity, progression, breadth and balance, and ensures that gifted and talented pupils are considered in school policies concerned with teaching and learning and in schemes of work.

### **Standards**

Levels of attainment and achievement of able, gifted and talented pupils should be high, in relation to the rest of the school.

### **Enabling Curriculum Entitlement and Choice**

Curricular organisation is flexible to allow pupils to have enrichment and to work beyond their age and/or phase, and across subjects. The curriculum offers personalised learning pathways to help maximise individual potential.

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**Assessment for Learning**

Assessment data is used by all teachers across the school to ensure challenge and sustained progress in individual pupils' learning. Formative assessment and individual target setting is part of established practice. Self and peer assessment is part of classroom practice.

**Transfer and Transition**

There are clear processes to ensure productive transfer of information i.e. from school to school, class to class, and year to year. Transfer data is used to inform planning of teaching and learning at subject and at individual level to ensure progression according to ability rather than age.

**Leadership**

The Senior Leadership Team and the Proprietor are responsible for leading gifted and talented provision within the school.

**Policy**

The gifted and talented policy is integral to the school's inclusion agenda and linked to the school improvement plan. The policy directs and reflects best practice in the school.

**School Ethos and Pastoral Care**

Success is celebrated across a wide range of abilities. Equal emphasis is placed on high achievement and emotional well-being.

**Monitoring and Evaluation**

Performance against targets is rigorously evaluated against clear criteria to inform whole school self-evaluation processes. Self-evaluation challenges existing provision and informs the development of further innovative practice.

**Engaging the Community, Families and Others**

Parents and carers are informed of developments and encouraged to be actively engaged in extending their children's education. Support from outside agencies is integrated.