



## Dallimore Primary and Nursery School

### Gifted and Talented Policy

#### **Rationale**

Dallimore Primary and Nursery School works to recognise and realise the potential of everychild in our community. Meeting the needs of more able children is a part of ensuring the entitlement of all children to an appropriate education.

#### **Definitions**

GIFTED refers to children who are achieving or who have the potential to achieve in advance of their peers in one or more academic subject. TALENTED refers to children who are achieving or who have the potential to achieve in advance of their peers in music, art, PE or in any other sport or creative art.

#### **Aims**

- To foster an achievement culture throughout the school which celebrates both effort and achievement in a wide range of areas
- To identify children with the potential to perform/ achieving at a level beyond their peers, and to make appropriate provision which stretches them in areas of strength and develops them in areas of relative weakness
- To provide an appropriately challenging curriculum for gifted and talented children and potentially gifted and talented children, through extension within the curriculum, and through enrichment/study support beyond it
- To support and make more effective the transition of gifted and talented children to secondary school

#### **Identification**

Identification will be an on-going process aided by assessment (both formative and summative), and by provision.

In consultation with the key stage leaders, class teachers will identify the gifted and talented children within their classes using a variety of measures and assessments and should include discussions with parents.

#### **Provision**

With the abandonment of levels it is recommended that children (even those identified as gifted and talented) should only access the programmes of study designed for their chronological age. Eg a gifted child in maths at year 5 should not move onto year 6 programmes of study until they are in year 6.

The alternative model suggests that children should access their learning at a much deeper level in order to ensure they can apply skills taught and demonstrate their full understanding of concepts.

#### **Strategies within the classroom**

- Varied and flexible grouping within a year group
- Withdrawal of very able children for higher level work within small groups

- Upward differentiation/extension in schemes of work
- Asking higher order questions which encourage investigation and enquiry
- Setting clear and challenging targets
- Enabling children to evaluate their own work

### **Study Support**

We provide a variety of enrichment opportunities which includes:

- A range of extra-curricular activities and clubs
- Opportunities for artistic, musical, dramatic and sporting development
- Enrichment opportunities within and beyond the core subjects
- Visits to the University – discovery days specifically designed for more able children and discovery days to raise aspirations
- Participation in the year 7 maths challenge

### **Responsibilities**

The Class Teacher will be responsible for:

- Identifying the more able in their class
- Setting appropriate targets for the more able in their class
- Ensuring appropriate provision through differentiated planning
- Using appropriate resources to challenge the more able
- Reporting to parents and others on the progress of the more able
- Monitoring the performance of the more able

The Subject Co-ordinators will be responsible for:

- Advising others of suitable strategies for extending the most able in their subject
- Purchasing and disseminating appropriate resources
- Assisting colleagues with differentiated planning
- Collecting examples of exceptional work and monitoring provision for the more able in their subject

### **Monitoring and Evaluation**

This policy and its effectiveness will be reviewed by the Headteacher and the subject co-ordinators against the aims set out above and against whole school targets for progress and attainment.

### **Links with other school policies/documents:**

- whole school development plan
- subject development plans/policies
- medium and short- term plans
- assessment policy
- budget plans

Policy date: June 2016

Review date: June 2019