



Updated by Staff: Sept 2022

Reviewed And Agreed By Governors: Sept 2021

## **BROOKLAND JUNIOR SCHOOL**

### **GIFTED AND TALENTED POLICY**

#### **Intent**

At Brookland Junior School, we believe that all children within our school community have equal rights to the opportunities offered by education. We are committed to providing a secure and stimulating environment for all our pupils. We value excellence, recognise achievement and celebrate the success and effort of all our children, encouraging strong role models. We understand that it is a myth that the gifted and talented pupils do well anyway and we recognise that they need as much support as other children.

This includes the right...

- to access high quality educational experiences
- to provide an education which is appropriate to the abilities and needs, of the gifted and talented child considering his/her preferred learning style
- to participate in a broad and balanced curriculum which challenges, motivates and rewards them
- to be part of the social life of the school

#### **Aim**

Our excellent teaching and learning aims to maximise opportunities and develop the children's confidence, so they can challenge themselves and take risks. We believe in treating pupils as individuals, providing an education that is suited to their particular needs and abilities. This is especially relevant with children identified as gifted or talented, regardless of their gender or background. This policy is intended to support the following aims:

- The raising of aspiration for all pupils.
- High expectations of achievement for all pupils.
- Greater enterprise, self-reliance and independence for all pupils.
- To ensure that all children receive an education appropriate to their abilities. To encourage high quality teaching and learning and when appropriate enrichment opportunities to inspire gifted and talented learners.
- To employ a wide variety of methods of recognition of potential and compile a Gifted and Talented Register.

#### **Definition**

The term 'Gifted and Talented' is relative and sometimes refers to the top 5% to 10% of any school and not to the most able children in the national population. In our school, gifted and talented children are those who achieve, or who have the capacity to achieve, significantly above age related expectations for a pupil in their year group. As a high performing school, we differentiate between our 'more able' and our 'exceptionally more able', to whom we refer to as 'gifted and talented'.

In defining the term 'gifted and talented', we have adopted the following definitions:

- **Talented** - Those who show an exceptional talent. 'Talented' is defined as being exceptionally skilled in practical subjects such as Music, PE and Drama or a less easily acknowledged talent such as leadership, creative imagination or social maturity.
- **Gifted** - Those pupils who possess a general academic learning ability which is significantly greater than those of their peers. 'Gifted' is defined as being exceptionally able in academic subjects, such as English, Maths, Science, History or Geography.

## Identification

Gifted and Talented children are identified by making a judgement based on a variety of sources including:

- Test scores – new optional tests (exceeding category)
- Prior attainment baselines (from KS1)
- Teacher observation and assessment on a daily basis
- Teacher termly tracking assessments in Target Tracker
- The expertise of the subject leader supporting the judgement of the teacher
- Background knowledge
- Parent communication

(no one single method can be entirely accurate)

Pupils with a particular talent may be easy to identify in school or parents/carers may be able to inform us of talents that are not evident at school. It is important that talents that are outside of the school's remit are recognised and applauded by the school. Parents are asked to complete an identification form on entry to the school, the identification list from KS1 is transferred to the Junior School and the teachers meet once a year to review and evaluate the list in KS2.

Consider children who excel in or display:

- musical ability
- sporting ability
- ability to create 3D working models
- advanced moral and social awareness
- leadership skills and initiative
- ability to be original, imaginative and creative
- persistence, resourcefulness, self direction & concentration
- extensive knowledge and involvement in particular hobbies e.g. Astronomy Hieroglyphics etc.
- inquisitiveness, skepticism and argumentative skills
- advanced vocabulary

- versatility and absorbing interests
- good judgment and the ability to debate
- good/mature sense of humour
- unusual introversion or extroversion
- desire to challenge and communicate with adults
- great attention to details
- ability to grasp new concepts with ease
- ability to link areas of knowledge without specific teaching
- great motivation and self discipline
- lateral or divergent thinking

It is worth remembering that gifted and talented pupils can be:

- Good all-rounders
- High achievers in one area
- Of a high ability but with low motivation
- Of good verbal ability but with low writing skills
- Very able but with a short attention span
- Very able but with poor social skills
- Keen to 'disguise' their skills

The names of pupils identified as gifted and talented in our school will be recorded on a register so that their progress can be specifically tracked. Pupils may be identified at any time. We expect class teachers and the gifted and talented leader to be fully involved in discussing individual pupils. Once identified pupils will remain on the register unless they cease to meet the criteria for nomination.

### **Underachievement**

Identification must also be based on ability, not on achievement. Some children can "underachieve" for a variety of reasons such as: peer pressure; behaviour problems; special educational needs or reluctant learners and all staff need to be aware of this and look for "hidden talents." Both qualitative and quantitative information can be used for identification purposes.

The very best performing education systems show us that there needs to be a determination to close attainment gaps between pupils from different parts of society. Pupil Premium children, EAL children and/or vulnerable children must be monitored closely by teachers to ensure that they are given equal opportunities. Extra provision and enrichment should be given to these children to narrow the gap between their attainment and the cohort. Staff should also be open to devising new strategies to meet the changing learning needs of identified groups and should adopt an outward-facing perspective to engage with critical partners, eg parents.

### **The National Curriculum Expectations**

The National Curriculum framework stresses the need to set suitable challenges for pupils. It says: Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. Teachers should use appropriate assessment to set targets which are deliberately ambitious.

Generally, the DfE expects schools to help pupils in any given year master the knowledge and skills expected of their age group before moving on to new content. However, where appropriate, pupils may cover material within the programmes of study for another Key Stage or year group.

## **Implementation Strategies**

Gifted and talented children need a supportive non-judgemental environment if they are to be happy and fulfilled socially and academically. They may have to be helped to become accepted by other children, to accept their own abilities, to work cooperatively and to be motivated to achieve their potential. They, like all children at Brookland, should be praised, actively supported and encouraged, rewarded and applauded.

The child's social and emotional well being should be considered. They should be supported appropriately. It is very important that a balance is struck between the child's view of their ability and place in their class and their social relationships. The child, as all children in our school, must be valued as a whole child and as a unique individual. Every attempt must be made to ensure that attention to them does not result in them feeling 'different' or 'disenfranchised.'

**Enrichment** and **extension** work is provided by all teachers in all classes as part of normal differentiation provision. This is shown on planning documents. Differentiation of class work should provide opportunities for higher order thinking skills for all children. Quality teaching is always encouraged in a range of learning styles, within an effective learning environment using ICT, investigative opportunities and a variety of stimulating resources. The role of the teacher is vital in challenging the thinking of the gifted child especially thorough questioning. If withdrawal groups are used, this is done sensitively and their work is shared with the school in some way.

- make sure the child is not afraid to show their ability
- recognise their individuality but encourage them to mix
- give stimulating (if necessary, individual) work so that the pupil does not switch off
- do not just give the child 'extra' work to do - this may lead to resentment
- encourage challenging individual research
- ensure that resources are available to support/challenge and enrich the child's learning experiences
- plan higher order activities and questions for the children that use evaluative, analytic and creative thinking
- use their knowledge as a positive resource to inform others in their class.

- help the child to become self critical and to evaluate their own work.
- give the pupil responsibility for organising their own work.
- help the child in group situations
- help the child to feel valued as an all-round person, not just for their ability or talent
- try to ensure that the child has opportunities to be with children of similar abilities or interest
- provide appropriate homework that does not include irrelevant practice.
- work closely with the child's parents/carers
- encourage the children to become part of the G&T projects in the school such as the school magazine, debating society or making specific PowerPoints to show in assemblies.
- encourage the child to take part in clubs such as chess, computer, football etc.
- make club leaders aware of the child's ability.
- encourage children to partake in any available opportunities offered by the wider community, other stakeholders and providers, such as: Writers' workshops, competitions, math challenges, chess, sports team training etc.
- TASC wheel lessons
- enterprise opportunities

## **Impact**

### **Assessment**

All pupils should be assessed under the same framework to ensure achievements are recorded and tracked consistently. Where children are performing outside of their key stage, advice which has been sought from KS3 schools locally, should be referred to before making judgment on KS3 objectives available on SPTO. As 'most able' does not solely refer to academic achievements, it is important to find ways to acknowledge pupils' academic and non-academic achievements. While the latter may not necessarily be tracked alongside academic progress, pupils and parents will still be provided with feedback about these accomplishments.

Tracking of children on SPTO enables teachers to quickly and easily capture the achievements of all pupils. It does not need any adjustments to capture the achievements of pupils working above expectations in any given area of the school curriculum.

### **Co-ordinating and Monitoring**

Children are supported through regular reviews with the following people:

- Pupil progress meetings with the Head Teacher
- Gifted and Talented subject leader
- Governor for Gifted and Talented children
- Children's Voice

The school draws up a register for each year group. The staff keeps this list under review.

Self-evaluation of our effectiveness for Gifted and Talented pupils and the development of future provision is guided by the data analysis and SEF completed by the subject leader each year.

### **Transition Liaison**

Meetings take place each year between:

- Infant and Junior subject leaders
- The Year 2 and 3 class teachers
- Year 6 class teacher and Year 7 phase leaders
- Staff and SLT (pupil progress meetings)
- Staff and parents (consultations twice a year)

### **Continuing Professional Development**

Regular training and updates for the subject leader.  
In-service training for all the staff.