

Our Lady of Fatima School Gifted and Talented Policy

Aims

We are committed to providing an environment which encourages all pupils to maximise their potential. This includes pupils who display some form of gift and/ or talent. At Our Lady of Fatima School we also use the terms “more able” and “high achieving” to describe children within cohorts who perform at a higher academic level than their peers. However, the terms ‘Gifted and Talented’ are used for children who display traits *significantly* above their peers or of the national expectations in either academic or creative subjects.

In common with all Our Lady of Fatima School policies, we are fully aware of the need to maintain Equal Opportunities for all. For further clarification, please refer to the Equalities policy itself.

Definitions

An ‘able/gifted’ pupil is one who: ‘has the capacity for, or demonstrates higher levels of performance within their class cohort in an academic area **or** performs at least two sub- levels above the *national expected standard for their class*.

An ‘able/talented’ pupil is one who demonstrates specific ability in a non-academic area:

- Physical talent e.g. sport
- Visual/performing abilities e.g. dance, singing, musical instrument
- Outstanding leadership and social awareness
- Creativity- this includes art & design, DT, drama etc.

Identification of the gifted and talented (‘able/high achieving children’)

Before identifying any child gifted in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair.

A gifted or talented pupil should be identified using a **variety of methods**. The specific procedure will vary according to the subject area, but **may** include elements of the following:

- Teacher nomination
- Assessment results
- Specialist teacher identification
- Peer nomination
- Parental nomination
- Self nomination
- Certificated

At Our Lady of Fatima we are aware that 'able/high achieving children' can be:

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

Everyone at Our Lady of Fatima School has a responsibility to recognise and value pupils' abilities. We are aware that:

- Able children may absorb new subject material very rapidly, and require fewer written practice examples to demonstrate understanding/mastery. They may need to move on to extension/enrichment materials early in a unit of work.
- Unnecessary repetition of work is de-motivating, and de-motivated pupils will not always demonstrate potential.
- There is sometimes peer pressure to under-achieve.
- Gifted pupils are not always easier to reach than other pupils.

Provision for gifted and talented / 'able children'

We aim to:

- Maintain an ethos where it is acceptable to be bright.
- Encourage all pupils to be independent learners.
- Recognise achievement.
- Be aware of the potential effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievement.
- Aim to provide work at an appropriate level.
- Provide opportunities for pupils to work with like-minded peers.

School-based provision

Classroom differentiation

- Teachers have high expectations
- Tasks are designed to take account of existing levels of knowledge, a range of skills and understanding
- There are planned extension opportunities or open-ended tasks.

Other school provision

This varies according to subject area and is covered using a variety of methods:

- School clubs
- Enrichment opportunities
- Partnerships with other schools
- School tournaments i.e. Swimming Gala.

Out of school provision

- Authorisation of absence for National schemes/competitions/festivals (as long as general school absence is already 96% or above)
- Sign posting children (information is provided on the school website in the Sports Premium section and the school often providing parents with leaflets about possible clubs or activities for their child).

Definitions II

Extension and Enrichment

Able children may be provided for by *extension and enrichment* in conjunction with 'classroom differentiation', 'other school provision' and 'out of school provision' (see previous sections).

Extension: (also referred to as enrichment through depth), involves pupils following the standard curriculum, but developing a deeper understanding through encountering more complex resources and material, tackling more challenging questions and tasks, demonstrating higher levels of thinking, and presenting increasingly sophisticated responses.

Enrichment: relates to the breadth of study and experience. It involves offering pupils a wide variety of opportunities, both within and outside the curriculum, and exposing them to experiences not usually encountered as part of the standard curriculum e.g. residential visits, trips and visiting groups.

Process for review and development

This policy will be reviewed in line with the school development plan.

The Inclusion Leader, Ruth Harlow, maintains a register for Gifted and talented pupils. Reviewing the list is an on-going process, and any member of staff is able to nominate children for the register at any time, in consultation with the Inclusion Leader and SLT.

Each class teacher will have a copy of the register for gifted and talented children in their class. When a gifted and / or talented child attends extra provision, this will be recorded under the heading for the appropriate school year, and logged with the Inclusion Leader.

This policy will be reviewed as part of the policy review process.