



**Policy for Gifted and Talented**  
Holtsmere End Junior School  
Autumn 2020  
To be reviewed Autumn 2022

### **Rationale**

Our school aims state that we:

- *help our pupils to develop their skills and abilities, intellectually, emotionally and socially;*
- *provide teaching which makes learning challenging, engaging and enables pupils to reach their potential and that we are committed to working for quality and equality of opportunity*

This policy is an integral part of the school's broader development of maximum inclusion of educational opportunity for all pupils and states our commitment to providing an environment in which all pupils are enabled to realise their potential.

### **Aims**

This policy is intended to support the following aims:

- The raising of aspiration for all pupils
- High expectations of achievement for all students
- Greater enterprise, self-reliance and independence for all students

In order to achieve these aims, we will ensure that all students have opportunities to develop specific skills or talents.

### **Definitions**

There are many definitions of 'gifted and talented'.

'Gifted' learners are those who have abilities in one or more subjects in the statutory curriculum other than art and design, music and PE;

- 'Talented' learners are those who have abilities in art and design, music, PE or performing arts such as dance and drama.

The term 'gifted and talented' is not to be understood as referring to the most able children in the national population. The term should be seen as relative and refers to the top 5% to 10% of any school, regardless of the ability profile of pupils at the school.

Within the school we recognise that gifted and talented pupils can be:

- good all rounders
- high achievers in one area
- of high ability but have poor writing skills.

We also recognise that those pupils who are gifted and talented do not always show their ability. Such pupils are gifted and talented even though their abilities may be hidden or remain as potential.

### **Identification**

Gifted and talented students are identified by making a judgement based on an analysis of various sources of information including:

Test scores (Optional SATs)

Teacher nomination (based on classroom observation, discussions with pupils, work scrutiny)

Peer or self-nomination

Parental nomination

Predicted test/ examination results

Reading ages

This information is collated by the gifted and talented co-ordinator and the assessment co-ordinator and is made available to all staff. The gifted and talented register is regularly reviewed and updated.

### **Organisational and in-class approaches**

Important strategies include:

- The coherent management of pupil groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of gifted and talented pupils in some groups there will be pupils who have gifts and talents in all groups.
- The provision of opportunities for gifted and talented pupils to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with older pupils occasionally.
- Mentoring and additional provision for pupils of exceptional ability.
- The provision of enrichment/extension activities and tasks.
- Differentiation within subject areas.
- The development of independent learning by allowing pupils to organize their own work, to carry out tasks unaided, evaluate their work and become self-critical.

#### **Out of class activities**

The following are offered on a regular basis and, although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practice and extend their skills.

- Liaison with secondary schools
- Visits (eg. Author)
- School clubs
- Musical and sporting activities, competing with other schools

#### **Co-ordination and monitoring**

The gifted and talented co-ordinator has overall responsibility for

- (i) ensuring that the policy is implemented
- (ii) co-ordinating the monitoring of progress
- (iii) ensuring that the professional development programme includes relevant aspects of gifted and talented provision.