

RUSKIN INFANT SCHOOL AND NURSERY



POLICY FOR EDUCATING GIFTED AND TALENTED CHILDREN

Revised: January 2019

Revised by: Chrissie Cundy

To be Reviewed by: January 2022

POLICY FOR EDUCATING GIFTED AND TALENTED CHILDREN

Overall Policy

We endeavour to maximise the potential of every child at Ruskin Infant School, but also actively seek to ensure that children with specific, identified strengths are appropriately catered for.

At Ruskin Infant School 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

We are committed to promoting achievement and raising standards. We recognise the importance of creating appropriate opportunities to extend and cater for the most able in our school community.

Definition of a Gifted and Talented Child

A Gifted and Talented child is one who demonstrates a significantly higher level of ability than most pupils of the same age in one or more of the curriculum areas and needs additional provision to extend their skills.

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.

Identification and Monitoring Systems

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

- Teacher assessment
- Classroom observations
- Discussions with pupils
- Work scrutiny
- Predicted test/ examination results
- Reading ages
- Recent information form parents

This information is used by the gifted and talented co-ordinator to make a judgement about the needs of the nominated child. This is then shared with the staff.

There are many definitions of 'gifted and talented'. 'Excellence in Cities' (EiC) guidance suggests:

- '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.

We recognise that Gifted and Talented children can be, for example,

- 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 with short attention span
- very able with poor social skills

General Approach

Throughout the curriculum, Gifted and Talented children are provided for, within a normal class situation, by receiving differentiated tasks, resources, or additional adult support.

Out of the class, Gifted and Talented pupils are provided for through differentiated homework and Thinking Skills groups, and encouragement to participate in school clubs.

Teaching and Learning Strategies

Planning the curriculum - The teachers will plan carefully to meet the needs of all of the children. Extension activities are planned so that the children can develop a deeper understanding through encountering more complex materials, and tackling more challenging questions and tasks to demonstrate higher levels of thinking.

The curriculum will be differentiated either through the type of task given, through the support or resource given, or through the outcomes expected. Teachers will give careful thought to the questions they ask the children so that opportunities are taken to extend the children's thinking through using questions that demand the higher-order skills of:

- Analysing
- Synthesising
- Hypothesising
- Evaluating
- Applying.

Assessing children's progress - The children should be assessed regularly, in line with the other children in the class. (For further detail please refer to the school's assessment policy). The children should be set clear targets to achieve, where the expected progress is over-and-above that of their classmates.

By the time the identified Gifted and Talented children leave Ruskin Infant School, we expect the achievements of these children to be significantly above those of their peers. We also expect that, through our endeavours, children will be aware of their talents and strengths. They will go on to develop these further at the junior school and in later life.

Developing the children's independent learning skills - We believe it is important that the children develop the skills to become self-sufficient learners and are motivated to continue their learning outside the classroom. It is our intention to create children who:

- Are independent

- Think critically
- Think creatively
- Have the ability to reflect
- Are self-motivated
- Can solve problems
- Can work in teams
- Are confident and are able to take risks
- Are able to learn from their mistakes
- Are able to share

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.
- 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 examples of what could be offered to support Gifted and Talented pupils, 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.

- Enrichment days
- School trips, first hand experiences
- After-school Clubs
- Class Assemblies – Talent/Celebration Assemblies
- Concerts
- Story Tellers
- World Book Days/ Book weeks
- Musical and sporting activities
- Drama Workshops

The Role of the Governors

The Governors at Ruskin Infants School support the work of the staff by having an oversight for the provision of all children, including those who are Gifted and Talented, and by ensuring adequate resourcing.

Equality statement

Ruskin Infant School and Nursery (including childcare) defines itself as a school free from discrimination. We will not discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

The school, through its policies and staff practices will not discriminate against a pupil because they are associated with a person that displays the 'protected characteristics' as listed above. Ruskin Infant School and Nursery defines for kinds of unlawful behaviour in relation to the Equality Act 2010 as,

- Direct discrimination
- Indirect discrimination
- Harassment
- Victimisation

No unlawful behaviour will be tolerated in any way.