

# Farrowdale House

## INDEPENDENT PREPARATORY SCHOOL



**Proprietors:**  
**Ms S. Hall & Miss Z. Campbell**  
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### Gifted and Talented Policy

**This policy applies to the whole school including the EYFS**

#### **Introduction**

We believe that all children are entitled to an education that will enable them to develop to their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social. We are committed to providing a stimulating and suitably challenging curriculum for all our pupils, in the pursuit of the highest academic and pastoral achievements.

All pupils have individual needs, which puts personalised learning at the heart of our teaching and learning programme. More able and talented pupils should be given the opportunity to access an optimal breadth and depth of learning; as such we aim to provide opportunities to develop specific skills and talents.

#### **Definitions:**

<b>Able</b>	<p>Pupils who:</p> <ul style="list-style-type: none"> <li>• are functioning at the upper end of the ability and/or attainment range, or above that normally associated with their year group;</li> <li>• are easily learning new skills, ideas and concepts, and are able to quickly apply these to new situations with minimal support;</li> <li>• typically enjoy learning, regularly answer questions and know answers, and find it easy to progress with teacher support;</li> </ul> <p>The needs of able pupils are met as part of differentiated classroom provision.</p>
<b>Gifted</b>	<p>Pupils who:</p> <ul style="list-style-type: none"> <li>• are functioning at the top end of the ability and/or attainment range, or well above that normally associated with their year group;</li> <li>• are able to assimilate skills and knowledge to new situations with ease, demonstrating an innate ability and a natural, outstanding aptitude or confidence for exceptional performance, and so progressing rapidly in a subject or range of subjects;</li> <li>• may challenge assumptions, test a teacher's own subject knowledge, be intellectually curious, present unusual ideas and/or thrive on complexity;</li> </ul> <p>The needs of gifted pupils may require additional provision, enrichment and/or tailored programmes of work.</p>
<b>Talented</b>	<p>Pupils who exhibit enhanced talents in one or more of the following fields: creative and performing arts (Art, Drama and Music); physical education/sporting ability; extra-curricular pastimes, e.g. chess.</p> <p>The needs of talented pupils may also require additional provision, enrichment and/or tailored programmes of work</p>
<b>Dual Exceptionality</b>	<p>Pupils who are able, gifted or talented but also subject to a barrier to learning, such as Dyslexia, Asperger's Syndrome, or a physical disability.</p> <p>It is worth remembering that able pupils can also be:</p> <ul style="list-style-type: none"> <li>• of high ability but of low motivation;</li> </ul>

- of good verbal ability but have poor writing skills;
- very able but with a short attention span;
- very able with poor social skills; and/or
- keen to disguise their abilities.

The needs of such pupils are met as part of differentiated classroom provision, through liaison with the Learning Support department, and may also require additional provision, enrichment and/or tailored programmes of work.

## Identification of Gifted and Talented

The identification of more able and talented pupils is a process which the whole teaching and support staff participate in, as well as parents, carers and the children themselves. The identification begins when a child joins the school. The school is keen to understand their achievements and interests in particular areas as they join the school. Discussions with parents and carers will enable us to create the best possible picture of the child, and records of awards and achievements in academic, sporting, musical, artistic and any extra-curricular activities will be helpful in this respect.

Both qualitative and quantitative information is used for identification purposes:

- A programme of formative, summative (internal and external) assessment takes place (see the school Assessment Policy).
- Teachers should, in the normal course of assessment, monitor for pupils who demonstrate consistently high achievement, rapid grasp of new concepts, recognised characteristics of ability, successful responses to high level tasks within the learning environment or occasional glimpses of high potential.
- Adequate provision should then be made for able pupils
- Identification of both gifted and talented pupils may be made using a variety of the following sources: consistently high attainment or accelerated progress, as evidenced in half-termly data capture within the school.

## Responsibilities

### Teachers:

- Identify those who meet the criteria for able pupils
- Use enrichment/extension opportunities appropriately
- Identify and address underachievement

### SENCO:

- Gather names of identified pupils from all areas of the curriculum;
- Categorise this information in a register, circulated to the Headteacher and all teaching staff;
- Prepare courses of action for children who are identified as able in many areas
- Work with the Headteacher to oversee bespoke enrichment activities for pupils

### Headteacher:

- Monitor schemes of work and ensure that they allow opportunities for enrichment and extension;
- Monitor the provision of Gifted and Talented pupils;
- Work with the Headteacher to evaluate the progress made by Gifted and Talented pupils on a half-termly basis;
- Ensure that staff are made aware of opportunities for CPD development in supporting the needs of Gifted and Talented children.
- Work with the SENCO to oversee the process and activity

## Coordination and monitoring

The Gifted and Talented Register for pupils is coordinated by the Headteacher Zoe Campbell. The Register is reviewed on termly basis, in association with pupil progress, departmental and/or staff meetings (as appropriate).

Talents and abilities emerge at different times due to developmental issues, and as new opportunities arise, therefore, inclusion in the cohort is not permanent. If it is perceived by parties that inclusion is no longer beneficial, pupils may be moved off, either temporarily or permanently. Such changes to the register will be discussed in parallel with the pupil and parents.

We recognise that some pupils who are more gifted or talented do not always show their ability. This may arise from learning difficulties such as dyslexia, or personal circumstances. The school aims to work with support programmes and parents to ensure a consistent achievement at the appropriate level for each child.

## Strategies for Teaching

We offer opportunities for able, gifted and talented pupils to thrive through:

- An enriched, stimulating and relevant curriculum;
- Regular reinforcement of high expectations, e.g. with a challenge area;
- Independent and collaborative learning activities;
- The focus on thinking and study skills;
- Pupils self-assessing and evaluating their own work; and
- Encouraging risk-taking and the experience of setbacks to develop resilience

## **Extension, Acceleration and Enrichment**

Opportunities to broaden pupils' learning experiences may include:

- Differentiation, where pupils may be grouped according to ability, and differentiated work is built into schemes of work and lesson plans to provide activities requiring extended higher order thinking skills;
- Working on subject matter which would typically be for older pupils to access broader knowledge and develop more sophisticated thinking and reasoning skills. This may be through either giving pupils work which would usually be given to older pupils, or moving pupils up a year group, where practical;
- Enabling a pupil to study aspects of a topic that there would not normally be time to study, or adding extra subjects or specialised calendar events to the curriculum or extracurricular activities programme.

## **Success Criteria**

The success of this policy is measured by qualitative and quantitative evidence of an individual pupil's progress and the development of the Gifted and Talented Register as a whole. This includes:

- Improved attainment in the areas in which they are able, gifted or talented;
- Increasing active involvement by pupils in assessment of their own progress and target setting;
- Increasing higher level questions being asked by pupils;
- Increasing levels of independent learning, including risk taking in learning; and
- Increasing confidence and improving attitudes to learning.

**SENCo:** Francesca Northcott

**Reviewed:** August 2022