

*Aspiring to inspire others towards excellence, developing as individuals together in a distinctively Christian environment.*

I Corinthians, 12:14 "For the body is not one member, but many".



**LITTLE  
WALTHAM**  
C.E.V.A. Primary School

## **Policy on Gifted and Talented Children**

*Our mission as a church school is to be – loving, welcoming and succeeding with faith, family and friendship at the centre of all that we do. The key Christian values that are the core of our school life are forgiveness, creation, koinonia, reverence, service, wisdom, trust and endurance.*

Please refer to Little Waltham School's Policy on Teaching and Learning which incorporates - Marking and Feedback, Target Setting, Assessment for Learning, Core Subjects, Foundation Subjects

### **1 Introduction**

- 1.1 We believe in providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. The purpose of this policy is to help to ensure that we recognise and support the needs of those children in our school who have been identified as 'gifted' and/or 'talented' according to national guidelines.
- 1.2 In the national guidelines, the terms are distinguished as follows:
  - 'gifted' refers to a child who has a broad range of achievement at a level well above average, typically in the more academic subjects;
  - 'talented' refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.
- 1.3 Class teachers will identify those pupils who are considered to be gifted and/or talented using both formal and informal assessments. Provision will be made for these children within the normal class teaching, but sometimes we will provide enrichment or extension activities to promote their skills and talents still further. Our local cluster of schools collectively provide a range of enrichment activities throughout the year.
- 1.4 While we recognise and cater for these particular categories of children in our school, at the same time, we respect the right of all children, irrespective of differences in ability, to access various areas of learning, both for their self-fulfilment, and for their eventual development into active and responsible adults. In our mission statement, we declare accordingly that we value the individuality of all our children.

### **2 Aims and objectives**

- 2.1 Our aims are to:
  - ensure that we recognise and support the needs of all our children;
  - enable children to develop to their full potential;
  - offer children opportunities to generate their own learning;
  - ensure that we challenge and extend the children through the work that we set them;
  - encourage children to think and work independently.

### **3 Identification of gifted and talented children**

- 3.1 We use a range of strategies to identify gifted and talented children. The identification process is ongoing, and begins when the child joins our school. Each child's pre-school record gives details of achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.
- 3.2 Children undergo baseline assessment within the first half-term of joining our reception class. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's Foundation Stage profile with the parent, and use this information when planning for individual needs.
- 3.3 As the children progress through the school, we use formal and informal assessment regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets.
- 3.4 The children undertake national tests in Years 1, 2 and 6. Teachers also make regular assessments of each child's progress in all subjects of the National Curriculum. We compare the information from these tests with a range of national and LA data, in order to ensure that each child is making appropriate progress.
- 3.5 Each teacher regularly reviews the children's progress and this is recorded in the cohort folder. Teachers discuss the children's progress with parents and carers at the termly consultation evenings, and report annually on each child's progress in July.

### **4 Aptitudes in English and mathematics**

- 4.1 Gifted children in English are identified when they:
- demonstrate relatively high levels of fluency and originality in their conversation;
  - use research skills more effectively to synthesise information;
  - enjoy reading, and respond to a range of texts at a more advanced level;
  - use a wider vocabulary, and enjoy working with words;
  - see issues from a broader range of perspectives;
  - use more advanced skills when engaged in discussion.
- 4.2 Gifted children in mathematics are identified when they:
- explore a broader range of strategies for solving a problem;
  - are more curious when working with numbers and investigating problems;
  - see solutions more quickly, without needing to try all the options;
  - look beyond the question in order to hypothesise and explain;
  - work more flexibly, and establish their own strategies;
  - enjoy manipulating numbers.

### **5 Review**

- 7.2 This policy will be reviewed every two years or earlier if necessary.

**Signed:**

**Date: Autumn Term 2019**

**To be reviewed: Autumn Term 2020**