

# Bushey Heath Primary School

## Gifted and Talented Policy

A vibrant school inspiring children to realise their potential

### Definition

At Bushey Heath Primary School, gifted and talented children are defined as those who have one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop to those abilities). They are the pupils who demonstrate such outstanding ability that teachers need to adapt their teaching in developing specific strategies to cope with their high ability.

These abilities include:

- General academic ability (achieve highly in all subject areas)
- Specific academic ability (e.g. Literacy, Maths, Science, History)
- Leadership ability
- Creative ability (music, art, drama)
- Physical ability (sport, dance, gym)

### Identification

The identification of gifted and talented pupils is a process in which all teaching staff have a part, but it is overseen and co-ordinated by the co-ordinator for gifted and talented. There is no single method of identifying gifted and talented children. Instead, a range of evidence is considered including qualitative and quantitative elements. The identification process includes three elements: tests, teacher assessment/observation and parental feedback:

### Tests

Children from Year 1 upwards are tested in reading, writing and maths each term. Gifted and talented children can be identified based on their achievement during these tests.

### Teacher assessment/observation

Teachers have a vital role in the identification of gifted and talented pupils, because a class teacher is particularly well placed to identify those pupils who are gifted and talented in relation to their peer group. Teachers may identify high achieving children through observation/teacher assessment at any point during the year. If a teacher has identified a gifted and talented child they complete a 'Gifted and Talented nomination form' (on server in Gifted and Talented folder) and return to the co-ordinator. Teachers can also identify those children that they feel are potentially gifted and talented but underachieving. These children will be discussed with the gifted and talented co-ordinator and strategies put in place to help the children achieve their potential.

### Parental Feedback

It can sometimes happen that pupils develop interests and hobbies outside of school which teachers are not aware of. In some cases the development of such hobbies and interests can be an indicator that a particular pupil may well be gifted and talented. Communicating with parents to find out about pupils' interests and experiences outside of school can therefore provide important information to help identify gifted and talented pupils. Parent forms are sent out to the parents to share their child's extracurricular activities. The Subject Leader along with the class teachers will monitor the children's talents.

Usually, a combination of the above methods of identification is used.

Once a child has been identified as Gifted and Talented, they are put on the 'gifted and talented register' and subject to ongoing review. A child can be added to the register at any point during the year.

### Monitoring of Progress

The gifted and talented provision is monitored by the relevant subject leader, class teacher and the SEN leader. This may include, although is not limited to, work sampling, classroom observation, summative and formative assessment (please refer to Assessment and Marking Policy for further information).

We believe that one of the most effective strategies for helping gifted and talented pupils to reach their full potential is ensuring that they develop as rounded persons, and so their progress in social and interpersonal skills is monitored as well as their progress within curriculum subjects.

#### Acceleration and extension:

Where pupils demonstrate advanced skills and aptitude the school ensures that children have the opportunity to apply these in increasingly challenging scenarios.

We do not move children to the year above, but ensure the extension within their peer group, i.e. questioning, work and activities set, are sufficiently challenging, allowing them to broaden and deepen their skills and develop a more sophisticated thought process.

- **Acceleration** consists of enabling a pupil to access work which would typically be for older pupils. Although we do not move children into year groups above them, they are often provided with work from the year group above.
- **Enrichment** consists of broadening a pupil's education. This can consist of enabling a pupil to study aspects of a topic which there would not normally be time to study. We offer a range of after school clubs to enrich children's skills such as; football, netball, multi sports, choir and science club. Enrichment events are regularly organised within school such as; maths week, literacy week, music week, science week, multicultural day and art day. Enrichment events are also organised in partnership with local secondary schools such as; G&T multi skills days. We also work closely with private educational providers in both the primary and secondary sphere.

The Co-ordinator for gifted and talented pupils is responsible for monitoring the appropriateness of this provision, and where necessary, making suggestions for how it can be enhanced still further.

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Headteacher:	Penny Barefoot
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Reviewed by:	Full Governing Body