



Gifted & Talented Policy

Rationale:

At Grantham Additional Needs Fellowship, we believe that all pupils are individual and have specific abilities and needs. We promote appropriate challenge and independence to ensure all pupils are prepared for life after school, making outstanding progress throughout their time with us. Our teaching aims to maximise opportunities and develop a child's confidence, so they can take risks and reflect upon their learning. We believe in treating children as individuals, providing an education that is suited to their particular needs and abilities. This is especially relevant with children identified as able, gifted or talented, regardless of their gender or background.

Aims:

We aim to:

- Ensure that every pupil has their individual needs recognised and fully supported.
- To identify and use strategies that allow every pupil to develop to their full potential.
- Ensure that learning is developed and deepened through quality first teaching.
- Provide pupils with opportunities which will enable them to apply specific skills and concepts.
- Provide autonomous learning opportunities, allowing a child to learn in their own way in a safe, secure and supportive environment.
- Encourage pupils to think and work as independently as they can.

Definitions:

Able learners:

- are functioning at the upper end of the ability and/or attainment range, or above that normally associated with their year group
- are easily learning new skills, ideas and concepts, and are able to quickly apply these to new situations with minimal support
- typically enjoy learning, regularly answer questions and know answers, and find it easy to progress with teacher support

Gifted learners:

- are functioning at well above that is normally associated with their year group.
- are able to assimilate skills and knowledge to new situations with ease, demonstrating a degree of innate ability and so progressing rapidly in a subject or range of subjects
- may challenge assumptions, test a teacher's own subject knowledge, be intellectually curious, present unusual ideas and/or thrive on complexity.

Talented learners:

- exhibit enhanced talents in sport, art, drama or music
- demonstrate creativity, mechanical ingenuity, visual or performance related abilities and/or physical talent in sport, music or art.



Identifying Gifted & Talented Pupils:

The identification of Gifted and Talented pupils is a process in which all staff are involved. It is the role of the Teacher in Charge of Interventions to monitor this process overall. The process starts as soon as they enter GANF and is reviewed regularly. Before identification, we ensure that all pupils have had the opportunity to learn and develop in specific curriculum areas. This makes the process fair and allows all children the chance to become Able, Gifted and Talented. A register is kept by the Teacher in Charge of Interventions, but we are aware that children can become able during different times throughout the year, due to developmental issues. If it is perceived by staff and stakeholders that this is no longer beneficial, children may be moved off, either temporarily or permanently.

The Teacher in Charge of Interventions is responsible for the regular monitoring of teachers' recommendations. Monitoring also occurs through work analysis, classroom observations and the analysis of data. This information is compared with the expectations generated by baseline and on-going assessments. Each pupil on the register is set specific and relevant targets which are reviewed regularly and if necessary, external professional agencies will be consulted.

Identification must be based on ability, not achievement. Some pupils can 'underachieve' for a variety of reasons including: peer pressure, barriers outlined on their Education, Health & Care Plan (EHCP) and any reluctance towards concepts. All staff are aware of this and consider any 'hidden talents.' Both qualitative and quantitative information can be used for identification purposes.

Provision:

Through outstanding teaching, there are four ways of fulfilling their needs:

- **Mastery** – studying a concept through cross curricular and in-depth methods to demonstrate how skillful the pupil is with application.
- **Enrichment** – Through contextualising and applying concepts to specific aspects that they are unfamiliar with.
- **Extension** – Pupils are encouraged to use higher-order thinking skills to deepen their understanding.
- **Reflection** – Through discussing and demonstrating what they have learnt and modelling this to other pupils.

We ensure that provision is implemented within the class and as a whole school.

Class Provision:

- All teachers have high expectations.
- Teaching is personalised, appropriately paced and challenging.
- Tasks are designed to take account of levels of existing knowledge, skills and understanding and are differentiated appropriately.
- There are planned extension opportunities or open-ended tasks that promote higher order thinking skills.



School Provision:

- Shared celebration of children's achievements.
- School clubs.
- Child-led organisations and councils.
- Specialist Teachers.
- Enrichment opportunities including specialist days.
- Intervention groupings.
- Inclusion with mainstreaming settings.
- Sharing good practice with cluster schools.

Review & Development:

The Teacher in Charge of Interventions, with the support of the staff, is responsible for reviewing and developing the following:

- Updating and reviewing the register and monitoring progress.
- Ensure liaison with parents and carers, when necessary.
- Reviewing the policy and procedures.
- To monitor Gifted & Talented provision.
- Provision of necessary resources and staff training.
- Updating knowledge of Gifted & Talented developments
- Working with appropriate stakeholders
- Working in consultation with staff, senior leaders and governance.