

Oakwood Infant and Nursery School



Gifted and Talented (OAK048/03/2024)

School Mission Statement

At Oakwood Infant and Nursery School we provide a safe, healthy, happy and creative learning environment for everyone, through high expectations and mutual respect

We are all stars watch us shine.

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INTRODUCTION

This policy is a statement of the entitlement of children with high ability at this school. It has been developed from reading and research and through staff consultation.

The policy reflects the commitment of the school to support the more able child. The governors will be aware of these needs and there should be provision within the budget for resources.

AIMS

- To support the abilities, personal qualities and talents of all children
- To ensure that all children receive an education appropriate to their needs and abilities
- To provide teaching which makes learning challenging and enjoyable, which will include higher order thinking and questioning skills
- To employ a wide variety of methods of recognition of potential
- To recognise under-achievement and seek to remove it
- To stimulate children through extra-curricular activities and through curriculum enrichment
- To have the expectation that the curriculum for all will be extended by realising the needs of the more able
- To train staff and to provide for these aims to be achieved
- To compile a Gifted, Talented and More Able Register and enter this on the school census returns, if required

DEFINITION

There are many definitions of 'Gifted and Talented.' The Department for Education defines gifted and talented children as 'Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities). In addition it is often held that:

- '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 acts, such as dance and drama

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.

Within Oakwood Infant and Nursery School we recognise that gifted and talented pupils can be:

- Good all rounders
- High achievers in one area
- Of high ability, but have poor writing skills

We also recognise that those pupils who are gifted and talented do not always show their ability. Such pupils are gifted and talented even though their abilities may be hidden or remain as potential.

Exceptionally able children

These children will be performing well above their chronological age.

RECOGNITION

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

- Baseline assessments
- Classroom observation
- Extra-Curricular activity observations
- Checklists
- Discussions with pupils
- Work scrutiny
- Background knowledge
- On-going assessment
- Predicted test results
- The expertise of the co-ordinator in supporting the judgement of the teacher

No one single method can be entirely accurate.

The school will seek to provide an enriched curriculum for all children. Through this it may be possible to identify the more able. The school will then seek to provide further for those pupils' needs.

PROVIDE – IDENTIFY – PROVIDE

ORGANISATION

Acceleration is not usually recommended because there may be social difficulties through differences in levels of maturity. It should be possible to address the needs of these children within the appropriate year group. However, there will be times when it is appropriate for children to work with older children. Withdrawal groups can be used, but these must be done sensitively and support within the classroom should be the first option.

CLASSWORK

Enrichment activities are provided by all teachers in all classes as part of normal differentiated provision. This is shown on planning documents. Working with others of like ability is important. Differentiation should provide activities requiring higher order thinking skills. More able children need to be challenged. The role of the teacher is vital in challenging the thinking of the more able child.

EXTRA – CURRICULAR ACTIVITIES

These are highly valued for the gifted and talented child and may include:

- After-school clubs
- A broad, creative curriculum giving children a chance to thrive
- Timetabled curriculum days

CO – ORDINATING AND MONITORING

The following people can support this through regular reviews:

- Head teacher
- Gifted and Talented co-ordinator/Leading Teacher
- The Learning Mentor will support pastoral issues
- Governor with responsibility for SEND

REVIEW AND DEVELOPMENT

Each year the co-ordinator will draw up a register of able children in each year group. The Senior Leadership Team will keep this register under review on a regular basis. These children will be entered on the school census return, if required.

PARTNERSHIP WITH PARENTS

Parents/carers will be informed when their child is entered on the register. Parents and the school will work together for the needs of the gifted and talented child.

TRANSITION

The school will liaise with Alton Park Junior School to provide information on gifted and talented pupils.

Potential Plus UK (Formally THE NATIONAL ASSOCIATION FOR GIFTED CHILDREN (NAGC)) has developed ten principles of good practice for schools. They are:

- Flexibility in meeting needs

- Valuing diversity, dealing with underachievement
- A partnership with pupils and parents
- The leadership of the Head teacher and Senior Leadership Team
- Regular observation and review with early and prompt intervention
- High teacher expectations
- Positive attitudes by teachers who are prepared to 'go the extra mile'
- Good transition
- Good use of external resources
- The absence of labels, working to the child's strengths