



## Policy for Gifted and Talented Children

*(see also Inclusion; Teaching and Learning)*

### 1 Introduction

At Winbury School, 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 may be identified as 'gifted' and/or 'talented' according to national guidelines.

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.

Provision will be made for any children identified as gifted or talented within the normal class teaching, but sometimes we will provide enrichment or extension activities to promote their skills and talents still further.

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. At Winbury, we declare that we value the individuality of all our children.

### 2 Aims and objectives

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

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 with details given in discussions with parents and carers.

Observation and assessment commence during EYFS. This gives information about their developing skills and aptitudes across several areas of learning. In Reception, we discuss each child's Foundation Stage profile with the parent, and use this information when planning for individual needs.

As the children progress through the school, we assess them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets.

The children undertake national tests in Year 2, plus the optional national tests in Year 3. Teachers also make regular assessments of each child's progress in all



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subjects of the National Curriculum. We compare the information from these tests with a range of national data, in order to ensure that each child is making appropriate progress. At Winbury, we have begun to assess verbal and non-verbal reasoning skills formally at the end of Year 1.

Each teacher regularly reviews the children's progress. Teachers discuss the children's progress with parents and carers at the termly parents' evenings, and reports are written about each child's progress at Christmas and in July.

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

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.

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 Teaching and learning**

Our teachers plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning, such as by providing:

- a common activity that allows the children to respond at their own levels;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for children to progress through their work at their own rate of learning.
- availability of a choice of challenge tasks for the further development in areas such as literacy, numeracy and thinking skills.
- a weekly 'Brain Academy' session allows extension of more able children in the subjects of Maths, Science and Philosophy on a termly rotational basis.

Children are familiarised with a variety of organisational strategies as they move through the school.

We offer a range of extra-curricular activities for our children to further extend their learning. See *relevant termly 'After-School Activities' list*.



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Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children.

The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

## **6 Monitoring and review**

The Inclusion Officer is responsible for monitoring the school provision for gifted and talented pupils and ensuring that staff help these pupils to reach their full potential.

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

**Paula Prewett, Head Teacher**

**Dated: 17 November 2010**