

**SHINE**  
ACADEMIES



# **Gifted and Talented Policy**

**R. Horton  
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**Approved by Chair:** \_\_\_\_\_

**Review Date:** \_\_\_\_\_

## **Rationale**

Lodge Farm Primary School recognises that children with exceptional ability are present in our school population. Gifted and talented students require supportive teachers and learning environments so that their potential may be translated into demonstrable ability and talent.

Gifted and talented students can under-achieve in relation to their potential and may not be seen as productive or successful in class.

Gifted and talented students can have learning disabilities, which they may require help and support with.

Lodge Farm is committed to identifying our gifted and talented students so that their individual needs may be more appropriately met.

A language barrier does not preclude a child from being gifted, or from requiring extension work.

Children from other cultures have gifts and talents which are valued and which should be recognised.

## **Lodge Farm Primary school's definition of G&T...**

The **Gifted** are those with high ability/ potential in one or more academic subject and the **Talented** are those with high ability/potential in sport, music, visual arts and /or performing arts.

## **Implementation**

### **1. Identification of students**

- Students are identified as early as possible so that they may develop successful learning patterns and so minimize situations leading to under-achievement. We recognize that lack of motivation, under achievement, and behavioural difficulties can negatively influence the identification of a student's potential.
- Teacher observation of emerging potential is an on-going process because of the fluid and developing nature of intelligence
- A range of objective and subjective criteria are used to identify both the achieving and underachieving gifted students.

A selection of the following is used, dependent upon student needs and their situation:

- Assessment across all different subjects
- Teacher observations
- Use of checklists
- Standardised tests(intelligence/creative thinking/aptitude)
- Demanding curriculum tasks

- Questionnaires(parent/pupil) to elicit specific information
- Interviews and discussions(parent/pupil) to elicit specific information
- Identification through opportunity
- Specific requests to feeder schools/pre-school placements.

## **2. School provision**

Identified students are provided for in the following ways:

- Recognised organisation of teaching groups to facilitate differentiation of work according to ability.
- An awareness of the possibility of acceleration of some pupils so that they work with groups ahead of their chronological year for all or some subjects
- Enriched activities such as clubs and competitions.

## **3. Class Provisions**

Teachers will use a range of strategies designed to meet the needs of gifted students including:

- open-ended tasks and questioning
- opportunities for topic research
- high order thinking skills
- in-class extension
- negotiated learning
- flexible ability and interest groups.

### **Role of teachers**

Teachers will:

- provide a classroom environment, which encourages the development of student potential
- integrate methods of improving learning for gifted students within their existing programmes
- collaborate with appropriate personnel to develop programmes to realise our outcomes
- monitor student progress.

### **Role of the Head Teacher**

The Head Teacher will:

- assist staff with opportunities for on-going training and development in methodologies and practices aimed at enhancing learning outcomes for their students
- ensure students are clustered in the most appropriate year levels available at the time
- provide composite year levels where possible to enable compacted learning opportunities and the smooth process of acceleration

- facilitate flexible movement of students through their schooling years, including possible entry into successive year levels and onto secondary school
- actively support all staff and ensure appropriate resources are available
- ensure a key person is responsible for, and supported in, the management and maintenance of the gifted policy
- ensure parents are informed and involved in the learning opportunities for students.

### **Role of the governing body**

The governing body will:

- Support the principle by providing budgetary requirements, which will take into account staff training needs and provision of resources.

### **Conclusion**

All children deserve an equal opportunity to receive the best education it is possible to give them. For those with special abilities and interests, provisions need to be made so they can achieve their potential.