

## Able, Gifted and Talented Policy

### Rationale

At Cavendish Close Infant school we believe that all children have the capability to develop gifts and talents. We celebrate and value the achievements of all our children. Some children in our school already have exceptional abilities in relation to their peers while others show the potential to do so. These may show themselves in terms of:

- general intelligence
- interpersonal or intrapersonal skills
- creativity
- imagination
- performing arts
- ability in aspects of specific intelligences

We recognise the concept of multiple intelligences and value children's abilities in all of them.

Gifted children require supportive teachers and learning environments to fully develop potential into achievement.

Gifted students may under-achieve due to issues of behaviour or self esteem.

Children with Special Educational Needs or language barriers are not precluded from having gifts or talents.

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

### Implementation

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

- The Gifted & Talented register will include children from Foundation Stage and KS1.
- Children in the Foundation Stage will be included in activities that will foster gifts and talents and encourage a positive attitude to life long learning.
- Ongoing teacher observational assessment will form the basis of the identification process due to the continually developing nature of intelligence.
- Children will be recognised as having exceptional abilities or potential abilities in comparison to their peers.
- Additional evidence will be provided by the following.
  - A) Teacher assessments as outlined in the schools assessment policy and handbook.
  - B) Evidence from Foundation Stage Profiles
  - C) Student products

- D) Information from parents
- E) Information from other agencies

## 2. School Provision

To support and extend gifted & talented children and to develop the potential of all our children this will include:

- Using Accelerated Learning techniques with all children to promote thinking skills
- Using a topic based approach to teaching and learning to promote breadth of experiences and opportunities.
- Creating mind maps prior to planning a topic to provide the children with opportunities to lead their own learning.
- Looking for opportunities to involve the children in workshops days that will further enhance their learning. Past examples have included visiting authors and puzzle days and music workshops.
- Having lunchtime clubs such as Gardening, French, Puzzle, Dance, Choir & P.E.
- After school clubs such as Drama, Art & Craft and Cookery.
- Making sure that all activities planned have appropriate levels of differentiation to allow children to achieve their best.
- Creating a bank of extension activities that can be accessed by all staff that includes all areas of the curriculum and wider interests.
- Provide further enrichments to the curriculum such as science week to give children chance to immerse themselves in a subject.
- Continue to provide access to the school library to allow children to pursue their own learning in their own interests.
- The children's inclusion on the Gifted & talented register will be shared with parents and carers. Parents will continue to be informed of the children's progress and how they can be helped through schools procedures on reporting and target setting. Targets set for gifted and talented children will be personalised for their individual needs and shared with the children.

## 3. Class provision

Teachers and teaching assistants will use a range of strategies designed to meet the needs of gifted children including:

- Open-ended tasks and questioning
- Making sure children know about the concept of Gardner's multiple intelligences and that each type is valued equally.
- In class - extension and promotion of thinking skills through "fast - finisher" activities
- Using a range of groupings based on ability and mixed ability.
- Being flexible to allow children to work with older children in the school and by giving children the time to complete tasks and to become engrossed in their learning.

- Making sure that the children's progress is continuously monitored and using this to set targets for continued development and learning.

### **Roles and responsibilities**

The Head Teacher will:

- Assist staff with opportunities for ongoing training and development in methodologies and practices aimed at enhancing learning outcomes for their children.
- Ensure that a key person is responsible for, and supported in the management and maintenance of the gifted policy.

The Gifted & talented Co-ordinator will:

- Ensure the gifted and talented register is continuously monitored and reviewed. It will be updated on an annual basis.
- Ensure all staff are kept up to date with new initiatives on a local or national basis.
- Attend network meetings and appropriate training
- Support staff as necessary.

Teaching Staff will:

- Ensure that the needs of Gifted & talented children are met through implementing whole school and class provision.
- Contribute ideas of extension activities and identify opportunities for curriculum enrichment as they become available.

The Governors will:

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

