



Gifted & Talented Policy

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Gifted & Talented Policy

Red Gates School is committed to the achievement of all pupils and all our policies and practice must support this commitment. At Red Gates, every effort is made to providing an appropriate curriculum to give every pupil who has been identified as Gifted & Talented (G&T) opportunities to further develop their gifts and talents.

Definition of Gifted & Talented

At Red Gates, the term 'Gifted & Talented' can be used to describe pupils who demonstrate particular talents or interests in one or more areas (e.g. sports, creative arts). In addition, their achievement in specific academic areas may be significantly higher than that of their peers (e.g. Science, Reading).

We want to ensure that the talents and interests of all pupils across the school are valued and where possible, that pupils are provided with a variety of opportunities to develop their skills and talents, both within and outside of school.

Identification of Gifted & Talented pupils

All staff members are aware of their role in the identification of G&T pupils and their responsibility in ensuring the G&T register is kept up to date. Identification is based upon interests and ability, as opposed to achievement. The school recognises that pupils' talents and interests change over time and as a result, pupils may move on and off the G&T register throughout their time in school. Every effort will be made to ensure that the G&T register is broadly representative of the school's population.

Recommendations for pupils to be placed onto the G&T register can come from a variety of sources, including parents, class-based staff, subject leaders, the pupils themselves and other professionals who work with pupils. Assessment of pupils' work and performance may also be used to inform the G&T register. Information regarding G&T pupils is passed on at key transition points, including when at the end of an academic year and when pupils transition to different schools.

Identification and provision are inseparable, because identification includes spotting potential through participation in learning opportunities

Provision for Gifted & Talented pupils

The school will provide pupils who have been identified as G&T with opportunities to engage in and further develop their special interests. It is a combination of differentiation, enrichment, extension and acceleration that occurs as both in-class provision and out-of-school activities. The school recognizes that pupil voice is vital in planning curriculum and extra-curricular activities, and has an active School Council.

In-school provision may include specialist clubs, advice from subject leaders on strategies to challenge pupils and relevant training for teaching staff through focused professional development programmes. G&T pupils will have access to differentiated activities and resources to extend their

learning. Strategies to support pupils' learning and development are shared with families through family learning sessions and parent workshops.

Out of school provision may include visits (e.g. to the library), local competitions (e.g. sporting events within the borough) and opportunities to learn with other schools (e.g. joint choir performances). Where appropriate, school staff will liaise with local schools, other professionals and the wider community to organise extra-curricular activities.

Heads of Pathways are responsible for ensuring that the provision for G&T pupils within their Pathway is reviewed during termly target tracking meetings. Ongoing lesson observations will enable school leaders to reflect on the quality and appropriateness of provision for G&T pupils. School leaders will keep up to date with information about resources and services available to G&T pupils, and are responsible for sharing this information with colleagues and parents.

Opportunities for whole-school review of G&T provision will be incorporated into the school improvement cycle.

Assessment

Class staff are responsible for the ongoing assessment of pupils' progress in order support the identification and monitoring of G&T pupils. Assessment data is used to carefully examine G&T provision in terms of teaching, learning and attainment, and to plan further interventions, where appropriate.

Where appropriate, personalised provision will be incorporated into Personalised Plans, in the form of specific targets to promote pupils' gifts and talents. Personalised Plans are written and evaluated bi-annually.

At Red Gates, we will continuously challenge ourselves and our beliefs about what our pupils can achieve, and make every effort to support pupils to achieve their full potential.