



LATCHMERE  
ACADEMY TRUST

## Gifted & Able Policy

Status	Curriculum
Review Cycle	Annual
Date written/ last review	September 2019
Date of next review	September 2020

*NB: Throughout this document Latchmere Academy Trust may be abbreviated to "LAT"*

In these guidelines the term 'gifted' refers to a child who is achieving within the top 10% of the year group as well as those who achieve at a very high level in literacy or numeracy. The term 'talented' refers to a child who excels in one or more specific fields, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.

### **Aim**

Our aim is to ensure that plans for teaching and learning take into account the needs of all children and to giving all children the opportunity to achieve the highest standards.

### **Objectives**

Our objectives are to:

- ensure that we recognise and support the needs of all 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 set
- encourage children to think and work independently

### **Identification of gifted and talented children**

A range of strategies are used to identify gifted and talented children. Identification is ongoing and begins when the child starts school. Discussions with parents and carers enable us to find out any particular interests the child has.

Assessments in Reception and Nursery give detailed information about the children's developing skills and aptitudes across many areas of learning. Each child's progress is discussed regularly with parents and the information is used when planning for individual needs.

As the children progress through the school, regular testing and assessment takes place to ensure that the expected progress is taking place. Children undertake national tests in Year 2 and Year 6, and are assessed termly in every year. Information from these tests is compared with a range of national and local authority data, in order to ensure that each child is making appropriate progress.

Each teacher regularly reviews the children's progress and sets new targets. Teachers discuss the children's progress with parents during consultation evenings, and report annually on each child's progress in July.

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

Gifted and talented children in English are identified when they:

- demonstrate high levels of fluency and originality in their conversation
  - use research skills effectively to obtain information
  - enjoy reading and respond to a range of texts at an advanced level
  - use a wide vocabulary and enjoy working with words
  - see issues from a range of perspectives
  - possess a creative and productive mind
  - use advanced skills when engaged in discussion and in their written work
- Or when they are achieving within the top 10% of their year group.

Gifted and talented children in mathematics are identified when they:

- explore a range of strategies for solving a problem
- are naturally curious when working with numbers and investigating problems
- see solutions quickly without needing to try a range of options
- look beyond the question in order to provide explanations
- work flexibly and establish their own strategies
- enjoy manipulating numbers in a variety of ways

Or when they are achieving within the top 10% of their year group.

### **Implementation**

Teachers plan carefully to meet the learning needs of all children. Provision for the most able group of children in maths and literacy is identified on the weekly planning sheet. All children are given the opportunity to show what they know, understand and can do. This is achieved in a variety of ways when planning for children's learning by providing:

- A common activity that allows the children to respond at their own level.
- An enrichment activity that broadens a child's learning in a particular skill or area of knowledge.
- Individual activities 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.

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the gifted and talented learner.

Children are ability grouped within their classes for all areas of the curriculum. Teachers regularly review the progress of children, and children move between the groups as appropriate. This enables teachers to plan work that reflects the band of ability in each group.

A range of extra-curricular activities are offered to children. These activities offer gifted and talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs.

Learning is also enriched through regular homework activities linked to the work being undertaken in classes.

The children also have the opportunity to experience a range of educational visits and collaboration with local independent secondary schools also provides opportunities for our most able children to be extended particularly in years 5 and 6.

### **Management strategies**

The SENCO co-ordinates the provision and practice within the school for gifted and talented children. The SENCO's role includes:

- Ensuring that there is an audit kept updated of the most able children.
- Monitoring teacher's planning to ensure that suitable tasks and activities are being undertaken by gifted and talented children across all curriculum areas.
- Monitoring the progress of gifted and talented children through regular discussions with teachers and through the analysis of their end of year results. Children's progress will also

be monitored by senior leaders at the spring and summer performance management meetings

- Supporting staff in the identification of gifted and talented children.
- Providing advice and support to staff on teaching and learning strategies for gifted and talented children.
- Liaising with parents, governors and LEA officers on issues related to gifted and talented children.