



Minerva Primary Academy

Gifted and Talented and Early Developers Policy

Rationale:

Minerva Primary Academy aims to enable all children to achieve their full potential in all areas. The ethos of Minerva Primary Academy recognises and celebrates individual achievement. We foster a learning community in which achievements and talents are recognised, respected and celebrated. Gifted and Talented (G & T) or Early Developers are the learners in each year group who have the ability to achieve at a level significantly in advance (approximately one level) of the average for their year group at Minerva Primary Academy

Purposes:

The purposes of the policy for Gifted and Talented are to:

- Ensure gifted and talented learners are identified
- Ensure provision for gifted and talented learners
- Identify organisation and approaches to teaching gifted and talented
- Monitor progress and attainment of gifted and talented

Definitions:

Minerva Primary Academy define G&T learners as 'those who achieve, or have the capacity to achieve, significantly beyond the rest of their class/year group at their school in one or more ability areas'. The following distinction between gifts and talents can be drawn:

- Gifted – a student with high ability or potential in one or more academic subjects
- Talented – a student with high ability or potential in expressive or creative arts or sports

'All-rounders' are thus learners who are both gifted and talented. Minerva Primary Academy is free to determine its numbers of learners defined as Gifted and Talented.

Guidelines:

Within this cohort, there will be learners who are:-

- Gifted, or have academic ability - ability in one or more subject in the statutory curriculum other than art, music or PE
- Talented - ability in art, music, PE or in any sport or creative art
- All-rounders
- Potentially able e.g. New EAL arrivals, CiC, FSM

Minerva Primary Academy recognises that the "Gifted and Talented" title is very fluid. Children may move in and out of the definition at various stages of their development. For Early Years and Key Stage 1, this will take the form of an Early Developers list. At Key Stage 2, this will be a Gifted and Talented register.

Rationale for G&T provision

We aim to develop and nurture the gifts and talents of all learners through opportunities which challenge, inspire and maximise potential both within Minerva Primary Academy and beyond. We believe catering for this cohort of learners is important because of the following reasons:

Equity

- Every young person has an entitlement to have his/her needs met, no matter what his/her gender, ethnicity, cultural background, and ability/disability. 'Every Child Matters' provides both the legal and moral framework for this entitlement.

Raised achievement

- High expectations and challenge will benefit all learners and lead to whole Minerva Primary Academy improvement.
'A rising tide lifts all ships' (Joseph Renzulli, 1998)

Actualisation of potential

- It is essential that the potential of G&T learners is fully realised if they are to contribute effectively to the economic prosperity and wellbeing of society as a whole. *'Today's gifted and talented learners are tomorrow's social, intellectual, economic and cultural leaders.'* (Deborah Eyre 2005). Minerva Primary Academy is committed to developing self-aware, independent individuals who can solve problems, persevere and manage change.

Partnership

- The involvement of other agencies to support G&T learning is crucial in determining educational outcomes. This expands the opportunities and experiences of G&T learners. Partnerships may include use of experts, clusters of schools, parents, HEIs and the like.

Identification

At Minerva Primary Academy, we are aware that no identification strategy is perfect and that different talents may emerge at different ages and in different circumstances, so it is essential to never regard a child's potential as fixed. We use a mixture of the following :-

- Teacher nomination (learner work and questions)
- Parent nominations (imminent)
- Identification by provision
- N.C. Assessments and test results
- Bristol Tracker
- FFT data
- Evidence from out of school activities

As Minerva Primary Academy, we recognise that it is our duty to find a child's area of talent and that we need to provide broad and balanced opportunities to do so. The register will be drawn up by the end of term 1 and reviewed in term 4.

In the early years, the following characteristics may be denotative of high ability:

- reads at an early age
- asks astute questions
- uses complex language in speech
- shows maturity beyond their chronological age
- has the ability to think abstractly and/or creatively

There is a range of strategies that can be used to support identification from KS1 onwards. These include both quantitative and qualitative measures:

- **Quantitative data:** this can include the following tests results: CATs, SATs, QCA, end of unit assessments, reading tests, FFT, RAISE online, teacher assessments etc.

- **Qualitative information:** this includes:
 - Teacher nomination: learner work, learner interactions (e.g. the questions they pose), subject specific and generic checklists and classroom observation
 - Parental, peer or self nomination
 - External expert nomination
- **Provision:** ultimately the best form of identification is via provision. If children are provided with high quality, challenging and stimulating challenges, many respond commensurately and ability will emerge.

Provision

We recognise that in order to meet the needs of all children, Gifted and Talented provision should not be limited to those children already identified as Gifted and Talented. We need to create challenge for all learners in order to give all children the opportunity to discover their own gifts and talents. Provision may include a mixture of the following:-

In class

- acceleration, mixed ability, class, target grouping
- Working with older learners, individual groups (across years)
- Whole class, group work, paired work, independent study
- Effective learning environments
- Enrichment/extension activities
- Working with others and like ability
- Differentiation
- Teaching thinking and problem solving, higher order skills and teaching for range of learning styles
- Learning how to learn AfL

Within the classroom

The needs of G&T learners can be met through depth (extension); breadth (enrichment) and pace (acceleration) alongside opportunities for independence and reflection. This can be achieved by appropriately differentiating the curriculum by task; support; pace/time; interest/negotiation; resource; recording; organisation; learner expertise; dialogue/questioning; outcome. More specifically lessons should provide opportunities for:

- open ended activities
- problem solving
- higher order thinking and questioning (especially synthesis, analysis and evaluation)
- independent research
- making connections
- metacognition (learning how to learn)

According to need we will also consider organisational responses such as grouping arrangements, forms of setting (partial), streaming, withdrawal and acceleration (moving children to an older year group for particular lessons/sessions), deployment of support staff. For exceptionally able learners (those two or more years in advance of their age-related peers) an IEP will need to be drawn up. This may involve liaison with other schools (e.g. a primary and secondary school partnership) and one-to-one teaching. Resources should be in place to cater for the advanced needs of G&T children. It is for schools, parents and governors to decide whether any form of acceleration is suitable and if so how it should be implemented.

Out of class

- School clubs
- East Central 2 and CLF G&T cluster and LA enrichment opportunities
- Educational Visits and visitors
- Links with secondary schools
- Residentials
- Community/business/industry/FE/university/specific school links etc.

Attention will also be paid to G&T learners' emotional, social and intellectual development. Opportunities to develop intra and inter personal skills will be offered through classroom groupwork activities, alongside leadership skills, self-esteem, confidence and creativity.

Monitoring

Pupil Progress Meetings, three times per year, consider the progress made by all learners including gifted and talented. Any underachievement can be readily detected and steps taken to intervene appropriately. The deputy head analyses data for any underachievement and intervention by learner groupings. Core subject leaders analyse progress data for progress made by learners in various learner groups. Afl and APP ensure learners are aware of their own progress and actively seek to improve this. The IQS is to be completed annually and used to draw up a G&T action plan. From this, staff CPD can be planned appropriately. Imminent learner conferencing will provide valuable feedback.

We recognise the need to monitor the efficacy of our G&T practice. The progress of G&T learners will be tracked as part of the whole Minerva Primary Academy monitoring process. Relative rather than age-related underachievement will be the focus. Classroom observations, moderation of learner work and planning scrutinies constitute other modes in which G&T practice can be monitored. Learner voice is another very effective strategy, whereby the views, experiences and opinions of G&T learners themselves are sought through questionnaires, interviews, focus groups and the like.

Transfer and transition

Minerva Primary Academy has a transition process to advise next class teacher of gifted and talented learners and all G & T learners are recorded on a list given provided to all Teachers on a termly basis. Entrance and exit years involve specific meetings. Home visits take place for Nursery and school based meetings with parents for Reception in Term 1. In Term 6, Secondary School staff visit and talk to Year 6 teachers and children.

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