



Gifted and Talented Policy

Rationale

At Values Academy we believe in providing the best possible provision for students of all abilities. We plan our teaching and learning so that everyone can aspire to the highest level of personal achievement. The purpose of this policy is to help to ensure that we recognise and support the needs of those in our school who have been identified as 'gifted' and/or 'talented'. It is recognised that a significant number of our students have missed a considerable amount of education and will not fit National Guidelines (see below) in terms of academic skills and achievements. However it is important to recognise the gifts that many have, and to ensure that these are fostered and developed.

Aims

- Offer support and guidance to help the more able maximise their potential as valued members of the school;
- Provide a broad, balanced and appropriate curriculum for all;
- Provide appropriate differentiated tasks and materials in order that talented and gifted students are taught at their level and given opportunities to extend their knowledge, skills and understanding;
- Create opportunities to develop specific skills and strengths;
- Monitor the health, social, spiritual and intellectual development of the whole student.

Implementation of Policy

Definition

Our definition of gifted and talented is those with marked aptitude in one or more areas. Students who are identified as being 'gifted and talented' may possess exceptional skill in one or more multiple intelligence areas.

In the national guidelines, the terms are distinguished as follows:

- '**gifted**' refers to a child who has a broad range of achievement at a level well above average, typically in the more academic subjects;
- '**talented**' refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.

This may be demonstrated in one or more curriculum area or in any of the following:

- Linguistic intelligence
- Logical-mathematical intelligence
- Visual-spatial intelligence
- Musical intelligence
- Bodily-kinaesthetic intelligence
- Interpersonal or social intelligence
- Interpersonal or intuitive intelligence

Gifted and talented children may:

- Have high achievement in more than one area
- Have high achievement in one area
- Have high ability but low motivation and possibly underachieve
- Have high verbal ability but poor writing skills
- Have high ability with short attention span
- Have high ability with poor social skills
- Make efforts to disguise or hide their ability and consequently underachieve

Identification

Gifted and talented students will be identified by any member of staff working with the student. Senior staff will be informed, and appropriate support offered as detailed below.

- Differentiated planning – stimulus, resources, tasks, outcome, response
- Providing appropriate challenge – high quality tasks for enrichment and extension, which will develop from the themes being studied by the whole class
- Varied and flexible grouping where necessary
- Appropriate pace identified in planning
- Setting individual targets
- Fostering creativity within appropriate challenges
- Supporting liaison beyond school eg music tuition, sports coaches
- New technologies to raise achievement and motivation
- Opportunities for Independent Learning

The strategies used will be reviewed regularly and change according to need. As part of the programme of Continuing Professional Development, all staff will receive training in how to adapt their teaching to meet the needs of gifted and talented students. The induction process for new staff will also address these issues.

Parents

At Values Academy we encourage parents to take an active role in their child's development.

We offer:

- Open door policy to promote ongoing informal discussion
- Guidance and advice
- Encouragement and sharing of views

Responsibilities

At Values Academy the School Principal together with the School Leaders will:

- Agree, plan and implement appropriate provision.
- Include provision in planning

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