



Gifted and Talented policy

Vision and Aims

At Newton International Academy we believe that we need to provide appropriate learning experiences for all students of all abilities. We recognise that each child is unique, displaying a range of intelligences and abilities. We plan our teaching and learning in such a way that we enable each child to reach for the highest possible level of personal achievement. This policy helps to ensure that we recognise and support the needs of those students in our school who have been identified as 'more able and talented' according to our set criteria.

The Gifted and Talented Policy provides guidance as to how we will meet the needs of our more able students and be able:

- To identify Gifted and Talented students at Newton International Academy in all areas of the curriculum.
- To provide a tailored education, addressing the needs of the most gifted and Talented students and to offer 'support to fulfil their potential' within the curriculum provided.
- To provide out of class and enrichment activities for those students identified as gifted.
- To involve the learner in designing their learning programme where possible and practical.
- All teachers are expected to ensure differentiation occurs in their classroom.
- Extending students who demonstrate they are ready for it can be achieved within the class. There are occasions where students can be extended outside of the classroom.

Definition of Gifted and Talented

The terminology for this group of pupils is varied and changing. Over the years many terms have been used, often being grouped into 'gifted and talented' and more recently 'more able' (Ofsted).

The Ofsted school inspection handbook (January 2014) states that it is 'important to test the school's response to individual needs by observing how well it helps all pupils to make progress and fulfil their potential' and that it may be relevant to pay particular attention to the achievement of 'the highest attainers'.

The report 'Educating the Highly Able' produced by the Sutton Trust (July 2012) recommends 'the confusing and catch-all construct "gifted and talented" be abandoned' and suggests the focus, as far as schools are concerned, should be on those capable of excellence in school subjects, which the report terms, 'highly able'.

Potential Plus (formerly National Association for Gifted Children) prefers the phrase, 'high learning potential'. Whatever the terminology, schools should ensure that all pupils are challenged and make good progress in school.

At Newton International Academy we use the term 'gifted and talented' to describe learners who require opportunities for enrichment and extension that go beyond the general cohort of students. Gifted students are given extended opportunities, and will not only discover but develop their talents. The term 'gifted and talented' will include students who are more able across the curriculum as well as those who show talent in specific areas.

Gifted and Talented students are the top 5-10% of students per school, regardless of the overall ability profile of students.

Gifted and Talented can be defined in many different ways. The definition used by the Department for Education and Skills is:

Gifted: the top 5 -10% of students per school as measured by actual or potential achievement in English, Maths, Science, History, Geography, French, Computing or Design and Technology.

Talented: the top 5 -10% of students per school as measured by actual or potential achievement in the subjects of Art, Music or PE.

Roles and Responsibilities

The Head of Primary, alongside the Deputy Head of Academics and Gifted and Talented coordinator have overall responsibility.

The Gifted and Talented coordinator will have overall responsibility for ensuring the policy is carried out as well as ensuring that identification, record keeping, planning and home school partnerships are maintained rigorously.

The Gifted and Talented coordinator will collate data for the whole school register and monitor.

By week 8 of each year the class teacher, together with the coordinator and Academic Deputy Head will establish and maintain a Gifted and Talented register.

The progress of the students including Gifted and Talented is the prime responsibility of the class teacher. Where there are any concerns about the progress of a student, the class teacher shares these concerns with the Team Leader, who informs the MAT coordinator. The MAT coordinator offers advice and support to class teachers in setting appropriate challenges as necessary.

If a parent has a concern about any aspect of provision for Gifted and Talented students he or she should first raise the issue with the class teacher. If the parent feels that their concerns have not been addressed appropriately they should make an appointment with the Gifted and Talented coordinator.

Identification of More Able and talented Students

Identification of More Able and Talented students will include use of:

- Assessment results
- Results of Whole School Assessment Procedures
- Teacher identification
- Discussion with colleagues
- Self/peer identification
- Links with parents

The names of students identified as Gifted and Talented will be recorded on NIA's Gifted and Talented register so that their progress can be specifically tracked. Learners may be identified at any time; as and when talents become apparent. Once identified, students will remain on the register unless they cease to meet the criteria. The list is updated and reviewed by staff three times per year.

Class teachers will:

- Identify more able students in the different curriculum areas and track their progress
- Set appropriately challenging tasks and learning opportunities within lessons
- Differentiate appropriately and take into consideration students' different learning styles
- Set an enrichment activity that broadens a student's learning in a particular skill or knowledge area
- Create the opportunity for students to progress through their work at their own rate of learning
- Gifted and Talented students will be offered additional Mathematics/English lessons once per week.
- More Able and Talented students will be offered a role within the NIA newspaper group
- Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual students

Gifted and Talented Activities offered:

- Extension Mathematics Groups
- Extension English Groups
- Speech Competitions – each child will perform a speech and finalists from each class performed in front of the assembly.
- Ballet Academy
- Gymnastics Academy
- Recognition of Ambassadors
- Prefects
- House Captains
- Student Councillors.
- Trips
- Visitors at school
- Sport opportunities
- Newsletter

Transfer and Transition

Transition between EYFS, KS1, KS2 and Secondary relies on effective communication systems. End of Year transition meetings are held where More Able and Talented students are discussed and their data transferred.

Associated Policies & Documents

- Teaching & Learning Policy
- Curriculum Policy
- ECA Policy
- Homework Policy