

Beech House Infant School Gifted and Talented Policy

Bolton School Aims

Bolton School seeks to realise the potential of each pupil.

We challenge, encourage initiative, promote teamwork and develop leadership capabilities.

It is our aim that students leave the school as self-confident young people equipped with the knowledge, skills and attributes that will allow them to lead a happy and fulfilled life and to make a difference for good in the wider community.

We do this through offering:

A rich and stimulating educational experience which encompasses academic, extracurricular and social activities, a supportive and industrious learning environment for pupils selected on academic potential, irrespective of means and background.

Introduction

At Beech House we believe that all children are special and unique and we are committed to ensuring that all children achieve their potential. Where children have particular talents or abilities we seek to recognise these and ensure that appropriate provision is made to challenge the children and ensure they make suitable progress.

- **'Gifted'** refers to a child who has a level of achievement **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.

We also have many very able children in our school and we ensure that through high quality teaching we develop a positive attitude towards learning and encourage all our children to be independent learners who enjoy problem solving and challenges.

Aims

Our aims are to:

- ensure that we recognise and support the needs of all our 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 that we set them;
- Encourage children to think and work independently.

Identification

We use a range of strategies to identify gifted and talented children. The identification process is ongoing, and begins when the child joins our school. Each child's pre-school record gives details of achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records. Each teacher regularly reviews the children's progress and all pupils are tracked. As the child progresses through school staff ensure that detailed information is passed on. A register of those pupils considered to be Gifted or Talented is kept and updated regularly. (Our more able pupils are not routinely placed upon this register but each class teacher will be aware of the children's abilities and plan accordingly)

Children undergo a baseline assessment within the first half-term of joining our reception class. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's Foundation Stage profile with the parent, and use this information when planning for individual needs.

Gifted children in English may:

- demonstrate relatively high levels of fluency and originality in their conversation;
- use research skills more effectively to synthesise information;
- enjoy reading, and respond to a range of texts at a more advanced level;
- use a wider vocabulary, and enjoy working with words;
- see issues from a broader range of perspectives;
- use more-advanced skills when engaged in discussion.

Gifted children in mathematics may:

- explore a broader range of strategies for solving a problem;
- be more curious when working with numbers and investigating problems;
- see solutions more quickly, without needing to try all the options;
- look beyond the question in order to hypothesise and explain;
- work more flexibly, and establish their own strategies;
- enjoy manipulating numbers.

Provision

Our teachers plan carefully and differentiate lessons to meet the learning needs of all our children. Problem solving and opportunities for investigation are key elements of our curriculum and staff use open ended questions to encourage further learning. We believe that children should work with their own peer group for the social and developmental benefits that this brings. However, there are certain areas where the children may work with children from other classes of the same year group. (For example in phonics and guided reading)

We have specialist teachers in music and PE and have a range of extra-curricular activities which offer children the opportunity to further extend their skills.

The children will also have the opportunity to experience a range of educational trips / visitors that further enrich and develop their interests and understanding.

Policy review date	September 2018
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Policy written by	Tracey Taylor – Head of Beech House
Effectiveness of policy reported to	Miss S Hincks – Headmistress of Bolton School Girls Division