

**GAT POLICY**

**Policy review: October 2017**

**Next Review: October 2020**

Statement

The governors, head teacher, and staff of Fens Primary School believe that all pupils are entitled to a broad and balanced education, appropriate to their individual levels of ability. The ethos of the school promotes the needs of the “whole” child with special emphasis on the intellectual, social and spiritual development of the child.

The school recognises that our pupils have varying levels of ability, and that for some children it is necessary to provide a distinct teaching and learning programme to nurture and develop exceptional abilities, defined as “gifted and talented pupils”.

Definition

 “Gifted and talented” describes children with the ability or potential to develop significantly ahead of their peers:

Gifted learners are those with abilities in one or more academic subjects.

Talented learners are those who have practical skills in areas such as sport, music, design or creative and performing arts.

(This definition is taken from indirect government services.)

Identification

Fens Primary School has an open-ended identification policy, which aims to be inclusive, rather than exclusive, and which recognises a wide range of talents and abilities.

The policy operates through:-

* Teacher identification
* Parents
* Outside agencies
* Performance data (including from specific sports or musical instruments)

A child who has been identified will be put on the gifted and talented register.

Characteristics of Gifted and Talented Pupils

A child who:-

* Is always asking questions
* is extremely curious
* Gets involved physically and mentally
* Has unusual or silly ideas
* Is the class joker
* Questions the answers
* Is often beyond the ability of any age peer group
* Shows strong feelings and opinions
* Already knows the answer, but does not know how
* Needs 1-2 repetitions to master a concept
* Constructs abstract theories
* Prefers the company of adults or older children
* Draws inferences often from things that don’t seem connected
* Initiates projects
* Is intense
* Has a strong sense of justice, right and wrong
* Enjoys learning new things
* Applies and manipulates information
* Is good at guessing
* Thrives on complexity
* Is keenly observant
* Is highly self-critical

It is highly unlikely that a child will have all of these characteristics and it is also important to consider the children who are:-

* Are behaviourally challenging
* Are shy and unwilling to stand out
* Have poor handwriting
* Are hypersensitive

These are all ways of hiding a gifted or talented learning potential, or can be demonstrations by the child, that they need to be challenged more academically.

The Role of the School

The school will ensure that the personal and academic needs of gifted and talented pupils are met through carefully structures planning for the individual. More specifically the school will:-

* Have a Gifted and Talented coordinator to oversee the school’s provision and to support individual subject coordinators in the monitoring and nurturing of the identified children.
* The Gifted and Talented coordinator will monitor and evaluate the effectiveness of the provision for gifted and talented pupils, giving regular feedback to the senior leadership team, individual staff members and governors.
* Establish a system of Coordinated Support Plans for the individual gifted or talented child, to foster and develop their educational need or talent, in partnership with parents and outside agencies.
* To set targets for the gifted and talented children in line with the whole school target setting policy and as identified within the Coordinated Support Plan.
* Provide a range of teaching and learning techniques including:
	+ - Thinking skills
		- Mastery of learning
		- Differentiated learning
		- Target setting
* To compile a gifted and talented register.
* Early identification of gifted and talented pupils.
* To support under-achieving gifted and talented pupils.
* Provide booster classes in writing, reading and mathematics.
* To promote opportunities for gifted and talented pupils to extend learning outside of the school environment.
* Collaborate with outside agencies that provide guidance, ideas and support for gifted and talented pupils, eg NACE, indirect government services, Potential Plus UK and NAGC (The National Association for Gifted Children).
* To celebrate the achievements of individual children.
* Ensure the effective transition of gifted and talented pupils to other primary schools, or secondary education.

Role of Parents and Carers

* To support their gifted and/or talented child, by providing opportunities for him/her to attend extracurricular activities and clubs.
* To be a partner in the writing of the Coordinated Support Plan.
* To recognise and share in the celebration of their child’s achievements.

Provision of Resources

While the Gifted and Talented Coordinator will keep an over view of the resources provided for the gifted and talented pupils, it will be the responsibility of the individual subject leaders to provide specific subject related resources as identified by themselves and/or class teachers.

Monitoring and Evaluation

Provision for the gifted and talented pupils will be a regular part of the school’s monitoring of teaching and learning.

The progress of individual children will be monitored thorough the gifted and talented register and through regular reviewing of the Coordinated Support Plan.

**Monitoring and Reviewing**

The policy will be reviewed annually by the GAT Leader in consultation with the Headteacher, the Governors and the Chair of Governors.

It will be updated, modified or amended as necessary.

**Signed:……………………………………………………….. Date:…………………**

**(GAT Lead)**

**Signed:……………………………………………………….. Date:…………………..**

**(Headteacher)**

**Signed:……………………………………………………….. Date:…………………..**

**(Chair of Governors)**