



## **Gifted & Talented Policy**

Dormer House has a well-deserved reputation for recognising and developing the potential of the individual child. This very particular care often leads to scholarships and bursaries in the fields of music, art and drama, as well as academically.

All pupils are challenged by a broad curriculum and a stimulating timetable. Staff and pupils set themselves high expectations and conscientiously work together to ensure that we maximise learning potential. Teachers guide pupils using passion for their specialist subjects and their expertise as educationalists. Pupils are taught to think independently and to accept that control over their behaviour and progress lies in the acquisition of self-discipline and knowledge.

Active screening for gifted and talented pupils begins as soon as a child enters our school. Progress is tracked along the Early Learning Goals, by reviewing the Foundation Stage Profiles and by monitoring progress each term through Main School. Observational notes, regular assessment tests and parental comments are all used to support the process by which we identify special talents.

### **Action**

- Once a talent is spotted the class teacher or specialist teacher should inform the Headteacher and the Co-ordinator for Gifted and Talented Pupils. The pupil will be observed more closely to distinguish between the bright and able learner and the truly gifted and talented child. (See sheet attached)
- Staff should nurture the progress of pupils designated as bright/able, although it is likely that their needs will be met entirely by our broad, balanced and differentiated curriculum.
- Alternatively, for those pupils who meet the criteria of the Gifted and Talented child, further strategies will need to be initiated to maximise potential and the support of the Headteacher and/or the Co-ordinator for Gifted and Talented Pupils will be sought.

### **Identification**

- The traditional concept of 'Gifted and Talented' in educational psychology terms is restricted to a small percentage of pupils - possibly as low as 1- 2%.
- We would generally expect gifted and talented children to be performing at least two years above age-related expectations.
- However some gifted and talented children underperform for a variety of reasons so identifying potential, not merely current performance, is important.
- Staff will be provided with detailed information and support to identify gifted and talented pupils.

## **Next Steps**

- Staff will discuss with parents their observations and seek permission to assess pupils further if necessary.
- A referral will be made to the Co-ordinator for Gifted and Talented Pupils who will ensure that staff are providing suitable enrichment and extension materials.
- Relevant advisory booklets, CDs, DVDs and online resources will be offered.
- A gifted and talented reading list will be made available to the child and the parents.
- Addresses of useful contacts may also be provided.
- Staff meetings will be used to discuss strategies to use within the class
- Subject specialists will look for opportunities to extend learning outside the classroom.
- A review meeting will be held termly to discuss progress of pupils on the G&T register with the Headteacher and the G&T coordinator.

We recognise that teaching learners who need constant 'stretching' can be a very demanding process. At Dormer we work hard to ensure that staff have access to support, guidance and advice as required.

This policy is monitored by the Headteacher and the Trustees and will be reviewed in three years, or earlier if necessary.

**Signed**

**Date:**

<b>More Able Child</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Gifted and Talented Child</b>
Is interested						Is highly curious
Usually has good ideas						Always has good ideas and sometimes lateral ideas which may appear at first to be silly.
Knows most of the answers						Knows most of the answers and starts to asks questions
Answers questions appropriately						Answers questions but then tends to elaborate
Several repetitions needed for mastery of a skill						Only one or two repetitions needed for mastery
Understands ideas						Constructs abstractions
Enjoys peer company						Prefers company of adults
Grasps meanings						Draws inferences
Copies accurately						Creates original work and designs
Technician/operator						Creator/Inventor
Absorbs information						Manipulates information
Good at memorising						Good at memorising and making informed guesses
Makes observations when shown how						Is keenly observant
Pleased with own work						Highly self-critical and sets exceedingly high standards
Enjoys straightforward sequential problems						Thrives on complexity
<b>Giftedness may present itself in a variety of ways. This child shows signs of being ...</b>						
	Broadly gifted	excelling in all they do and enjoying their success				
	Talented	possessing a particular ability in one area, e.g. maths or music				
	Rebellious gifted	possess a range of behavioural problems which manifest themselves in disruptive behaviour and under-achievement				
	Creatively gifted	deep thinkers who are often unpopular with their peers due to a perceived lack of social skills and 'things in common'				
	Concealed gifted	under-achievers who do not want to be different to their peers and so they merge into their peer-group				