

**FAIRWAY INFANT SCHOOL**  
**Gifted & Talented and More Able Policy**  
**June 2018**



Adopted by the Curriculum Committee  
At their meeting on 22<sup>nd</sup> June 2017  
Review date June 2021

At Fairway we have an ethos of opportunity, challenge and high expectations for all children. The good performance at every level is valued and celebrated.

A 'Gifted and Talented' child has one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).

*DCSF, 2008*

- **Gifted** - Children who are capable of excelling academically in one or more subjects.
- **Talented** - Children who are capable of excelling in practical skills such as sport, leadership, communication, social skills, artistic performance, or in an area of vocational skill.
- **More Able** – Children who are capable of working at an academic ability higher than the national expectations for their year group.

In the context of enhancing the learning of Gifted and Talented children, Fairway provides;

- **Extension** - Delving deeper into a given subject or topic, increasing the depth of study.
- **Enrichment** – Experiencing new ideas and applying skills and developing thinking in new contexts, increasing the breadth of study.

Fairway recognises that effective provision for Gifted and Talented children, and more able children, starts with 'quality first teaching' and is supplemented by extension and enrichment both within and outside the classroom.

### **Identification of Gifted & Talented and More Able Pupils**

Identification will begin when a child joins Fairway Infant School, but will also be an ongoing process, as children's skills can develop at different rates. Staff, parents / carers. Pupils will also be involved in the process.

### **Data used to inform the identification**

- Information from teachers – present & previous
- Information from parents
- Class work, assessments & tracking data

The subject specific indicators will also support and guide staff in their identification of the More Able. Some or all of the indicators may apply to a child and will be age appropriate.

**The Gifted and Talented Co-ordinator will:**

- Liaise with the children, their parents/carers, teachers, teaching assistants and club leaders in order to identify Gifted & Talented and More Able learners, and to build and maintain the schools Gifted and Talented register and provision map (termly).
- Ensure that the Gifted & Talented and More Able registers are a 'fluid' document; children come on and off when appropriate.
- Monitor the identification of children on the Gifted & Talented and More Able registers to ensure it is fair and transparent. In particular, to guarantee identification takes account of gender, ethnicity and social-economic background and to ensure no group is over-looked or disadvantaged.
- Ensure that subject leaders audit the needs of children on the Gifted & Talented and More Able registers on a termly, during Pupil Progress meetings.
- Work with subject leaders to identify resources to support and challenge the children on the Gifted & Talented and More Able registers and guide the children, their parents/carers, teachers, teaching assistants and club leaders in making the best use of these.
- Attend relevant training (where possible) and keep abreast of recent research to ensure that the best possible Gifted & Talented and More Able provision is available for the children at Fairway.
- Audit, plan and deliver CPD opportunities for teachers and teaching assistants to develop the Gifted & Talented and More Able provision they provide.
- Support subject leaders and class teachers with tracking the rate of progress of children on the Gifted & Talented and More Able registers (Target Tracker), reviewing the impact of the provision and identifying ways forward (on a termly basis).
- Support subject leaders and class teachers in identifying appropriate extension and enrichment activities and courses delivered within and outside of school.
- Share the Gifted & Talented and More Able registers and provision map with the Governors and support them in addressing this through their own areas of responsibility.

**Teachers will:**

- Identify children and their specific strengths for the Gifted & Talented and More Able registers (termly).
- Plan and provide a challenging and stimulating curriculum which builds on the personal knowledge, skills and interests of their current cohort.
- Plan and provide intervention activities within their curriculum that promote active discussion, questioning, enquiry and experimentation.
- Plan opportunities for children to develop their own interests and strengths through regular self-initiated activities.
- Support teaching assistants in providing 'quality first teaching' and extension and enrichment activities.
- Use Assessment for Learning and Self-Assessment where children are encouraged to respond, check and revise their work according to success criteria of what higher level work could look like.

- Evaluate the impact of their provision on children on the Gifted & Talented and More Able registers by tracking their progress (Target Tracker) at least termly, and be ready to discuss this at termly Pupil Progress Meetings with SMT and in Performance Management meetings.
- Support a range of enrichment opportunities by sharing their own knowledge, skills and interests with the children and colleagues.

**All subject co-ordinators will:**

- Support class teachers and teaching assistants in planning, delivering and evaluating 'quality first teaching' opportunities and extension and enrichment activities for children on the Gifted & Talented and More Able registers children in their subject area.
- Review the provision for children on the Gifted & Talented and More Able registers for their subject across the whole school (termly) and evaluate its impact.
- Use the school's pupil progress tracking system (Target Tracker) to track the rate of progress of children on the Gifted & Talented and More Able registers for their subject across the whole school (termly) and discuss this during meetings.
- Track and evaluate the impact of Intervention Programmes linked to their subject across the whole school and support staff in planning the next steps for the children in these programmes.

Adopted by the Curriculum Committee  
At their meeting on 9<sup>th</sup> July 2018  
Review date June 2021

Signed

Frances Strickley  
Chair of Committee

## **Progress Breakdown for G&T/HA at Fairway Infant School (Target Tracker)**

### **Year 1**

Average child on track to meet end of year expectations

October	December	Spring	May	July
1b	1b+	Working	1s	1s / 1s+
		within 1w and 1w+		

Higher achievers

October	December	Spring	May	July
1b+ / 1w	1w / 1w+	1w+ / 1s	1s / 1s+	1s+ or above

Gifted and Talented

October	December	Spring	May	July
1w+ or above	1w+ / 1s or above	1s / 1s+ or above	1s+ / 2b or above	2b or above

### **Year 2**

Average child on track to meet end of year expectations

October	December	Spring	May	July
2b	2b+	Working	2s	2s / 2s+
		within 2w and 2w+		

Higher achievers

October	December	Spring	May	July
2b+ / 2w	2w / 2w+	2w+ / 2s	2s / 2s+	2s+ or above

Gifted and Talented

October	December	Spring	May	July
2w+ or above	2w+ / 2s or above	2s / 2s+ or above	2s+ / 3b or above	3b or above