At Fairway Infant School 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.

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.

Parents and Carers are viewed as active partners in the learning and achievement of children on the Gifted and Talented register and are invited to contribute to our identification process by informing us about what their child ‘shines’ at. This information is then used to create our Fairway Shine Register, and feeds into our Gifted and Talented register.

**Expected progress of an ‘average’ and Gifted and Talented child:**

**Guidance from WS LA (March 2011) states:**

- National Expectation is that by the end of KS1 the average child making average progress would have achieved Level 2B (15 points).
- Therefore an average child in KS1 making average progress should achieve between 10 and 12 points progress (making five or six sub-levels of progress).
- At Fairway we would expect a child who remains on the Gifted and Talented register throughout KS1 to make 7 sub-levels of progress during this period.

In Year 1 **average progress** for an average child may follow this path...

ELG, W (Autumn), 1B (Spring), 1A (Summer).
In Year 1 good progress for the average pupil may follow this path...
ELG, 1C (Autumn), 1A (Spring), 2C (Summer) - G&T - 2B

In Year 2 average progress for the average child may follow this path...
1B, 1A/2C (Autumn), 2C (Spring), 2B (Summer).

In Year 2 good progress for the average child may follow this path...
1A, 2C (Autumn), 2B (Spring), 2A (Summer) - G&T /more able - 3

There is officially no sub-levels awarded beyond Level 2, children should not be awarded a Level 3 at the end of KS1 unless there is sufficient evidence to show the child has been working at a secure Level 3, for a significant period of time (6-8 weeks).

However, WS LA recognise that some children are clearly working beyond Level 2 (2A) at the end of KS1 and suggest that this should be shared at the transition meetings to KS2 as a 'low Level 3 (3C).

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 and Talented and more able learners, and to build and maintain the schools Gifted and Talented register and provision map (termly).
- Ensure that the Gifted and Talented register is a 'fluid' document: children come on and off when appropriate.
- Monitor the identification of children on the Gifted and Talented register to ensure it is fair and transparent. In particular, to guarantee identification takes account of gender, ethnicity and socio-economic background and to ensure no group is over-looked or disadvantaged.
- Ensure that subject leaders audit the needs of children on the Gifted and Talented register on a termly basis.
- Work with subject leaders to identify resources to support and challenge the children on the Gifted and Talented register and guide the children, their parents/carers, teachers, teaching assistants and club leaders in making the best use of these.
- Work with the Out of School Hours Learning Co-ordinator and club leaders to ensure that a wealth of opportunities are available to enrich learning and broaden children's experiences.
- Attend relevant training (where possible) and keep abreast of recent research to ensure that the best possible Gifted and Talented provision is available for the children at Fairway.
- Audit, plan and deliver CPD opportunities for teachers and teaching assistants to develop the Gifted and Talented provision they provide.
- Support subject leaders and class teachers with tracking the rate of progress of children on the Gifted and Talented register (using SIMS and other tracking systems), 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 and Talented register and provision map with the Governors (termly) and support them in addressing this through their own areas of responsibility.

Teachers will:
- Build real challenge for all children into their day-to-day teaching, planning from 'the top down' where the needs of the most able are the starting point.
- Plan and provide a stimulating curriculum which builds on the personal knowledge, skills and interests of their current cohort.

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• Plan and provide extension activities within their curriculum.
• Offer options that enable pupils to use strengths and preferred learning styles where possible.
• 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 reflect on the success criteria of what higher level work could look like.
• Identify children and their specific strengths for the Gifted and Talented register (termly).
• Work with the Gifted and Talented Co-ordinator to up-date the schools Gifted and Talented provision map (termly) for the children in their class.
• Evaluate the impact of their provision on children on the Gifted and Talented register by tracking their progress (using SIMS and other tracking systems) at least termly, and be ready to discuss this at termly Pupil Progress Meetings with SMT and in Performance Management meetings.
• Have a flexible approach to groupings to give children on the Gifted and Talented register opportunities to act as peer coaches for paired and small group work.
• 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 and Talented register and more able children in their subject area.
• Review the provision for children on the Gifted and Talented register for their subject across the whole school (termly) and evaluate its impact.
• Use the school’s pupil progress tracking system (SIMS) to track the rate of progress of children on the Gifted and Talented register for their subject across the whole school (termly).
• Be ready to discuss the rates of progress of children on the Gifted and Talented register for their subject across the whole school (using SIMS and other relevant evidence) in their Performance Management 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.
• Plan specialist activities, themed days, trips and experiences for all children, but ensure that children on the Gifted and Talented register are appropriately challenged and stimulated, for example, by giving them greater responsibility or opportunities to develop their leadership skills.

Educational Inclusion at Fairway Infant School is about providing equal opportunities for all pupils whatever their age, gender, ethnicity, attainment and background. Within this school particular attention will be given to the provision made for different groups of pupils within the school.

Adopted by Full Governing Body
Date: 
Signed: 
Name: 

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