



King's Cross Academy

Gifted & Talented (G&T) Policy Statement

What are the key principles underlying an inclusive approach to 'Gifted and Talented' education at the King's Cross Academy?

- We have a strong commitment to meeting the needs of *all* children in an inclusive setting that avoids labelling.
- We believe that children's current abilities at any time are not fixed and that *every* child can be supported to move beyond their 'current best'.
- **Every child** is entitled to access learning activities and experiences that are at an appropriate level of challenge and interest.
- We aim to respond to every child's individual learning needs as far as possible within the resources at our disposal.
- Direct intervention to support children's learning at school can reverse the effect of socio-economic disadvantage or other lack of support.
- We must seek to challenge and extend *every* child's learning but recognise that some children who are well beyond their peers may need particular planning or provision.
- 'Gifted and Talented' provision is intended to support children who have significantly exceeded their peers in any aspect of their learning.
- Provision for children who are significantly ahead of their peers should be made as part of the day-to-day educational offer wherever possible.
- Core provision should be supplemented by access to enhanced opportunities offered both within and beyond the Academy (i.e. enrichment).
- We will develop contacts and networks that allow children to access specific facilities or opportunities inside and outside school that will support particular talents and skills at high levels e.g. sports, music.

What does 'Gifted and Talented' mean?

At King's Cross Academy, those children with **exceptional** skills, understanding or knowledge are registered as requiring Gifted and Talented provision. These children will need specific planning or opportunities in order to learn effectively at a significantly higher level than their peers in school. This can be in any learning area across the curriculum and beyond.

Although the Dfe suggests that the top 5-10% of children in any school will be Gifted and Talented, we work from children's individual needs without any numerical limits. However, we expect that a **minimum** of 10% of the school population will be on the G&T register at any one time.

We do not feel it is useful to attempt to differentiate between the precise meaning of 'Gifted' and 'Talented'.

What is the G&T register?

The G&T register is a list of those children whose learning needs are unlikely to be met without specific planning and differentiated provision.

Children who are not on the G&T register may well have talents and strengths and be performing at a high level. However, they do not require differentiated or specific provision.

In other words, the Gifted and Talented register is **not** an exhaustive list of all the children at the Academy with talents or strengths.

How do we identify children who need to be on the G&T register?

Children with exceptional skills, understanding or knowledge in any area are initially identified by:

- Teacher nomination
- Assessment information e.g. teacher's termly assessments
- Standardised tests (SATs, reading age, etc)
- Observations
- Information from the Parent/carer
- Feedback from peers
- Information from the child him/herself

Where the SENCO (Special Educational Needs Co-ordinator) feels that children identified are likely to need different or enriched provision, their names should be added to the register which will be held on the Academy's MIS (Management Information System). A child who does not require such provision would not be added to the register.

What do we do to support children with exceptional abilities?

- Weekly and termly curriculum planning for all subjects should seek to meet the particular needs of all children, including G&T.
- Target-setting should take account of the need for all children to be challenged at their level.
- Grouping and/or setting may be used to enhance learning by allowing more closely differentiated teaching.
- Learning and teaching strategies in all subject areas should, wherever possible, be open-ended and allow extension for the most able.
- Differentiation should be provided by a variety of methods:-
 - **Learning task:** more complex or independent tasks for more able children;
 - **Outcome:** open ended tasks with differentiated success criteria;
 - **Resource:** more complex texts, data, etc;
 - **Dialogue:** higher order questioning and thinking;
 - **Support:** T.A., teacher or peer support;
 - **Pace:** – faster or slower;
 - **Choice:** – pupil plans, own targets/challenges, etc.

- Extra-curricular activities provide opportunities for enrichment e.g. chess club, music lessons, sports teams, etc
- Exceptionally able pupils are likely to require an Individual Education Plan to be reviewed termly.

How will G&T education be monitored and evaluated?

- The learning progress and needs of individuals should be carefully tracked through the termly Pupil Progress Reviews so that appropriate personalised pathways can be created.
- G&T register to be reviewed annually at the end of the autumn term (termly in the Foundation Stage).
- SENCO to compile and analyse data on achievement of children on G&T register and report to Leadership Team.
- G&T register to be monitored for gender and ethnicity and movement on and off the list.

How should parents/carers be involved?

- Parents/carers should be seen as co-educators with a key role in supporting learning.
- Parents/carers should be informed at teacher/parent/carer conferences in summer term if their child is to be added to the G&T register and the reasons. Occasionally, a child may need to be removed from the register (e.g. when their needs can be met without different or special provision). In these cases, special care should be taken to explain the reason to the parent/carer and what it means.
- Parental/carer support to be welcomed. Parents to be involved through home-learning, trips, school based projects, clubs, etc.
- Parents/carer to be consulted annually about information regarding their child's talents, interests and exceptional skills, knowledge and understanding.

How will G&T education be led?

- We see G&T as an aspect of our work in removing barriers to learning. This inclusive approach to G&T is led and managed by the SENCO.

The SENCO is responsible for:

- maintaining the G&T register and for monitoring and evaluating the implementation of this Policy;
- attending all termly Pupil Progress Reviews which include a focus on the progress of G&T pupils;
- reporting to Governors on G&T annually via the Teaching and Learning Committee.

Document Control

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Ratified by Governors	
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