



**Kent County Council**  
**Children, Families and Education Directorate**

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# **GIFTED, ABLE & TALENTED POLICY STATEMENT**

**OF**

## **DOWNS VIEW INFANT SCHOOL**

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### **Responsible People named in this Policy**

**G A T Leader**  
**Headteacher**

**Joanne Hunt**  
**Tracy Kent**

**Written**

**February 2017**

**Agreed by staff:**

**Agreed by Governors:**

**Review date:**

## **INTRODUCTION**

At Downs View Infant School we ensure high quality provision for children who are Gifted, Able and Talented. Through inspiring and engaging lessons, children are challenged in the areas in which they are Gifted, Able and Talented in and individual provision is provided. Through the collaboration of Ashford network meetings and CPD training, staff understand how to identify children who are Gifted, Able and Talented, how to provide for these children and enable differentiation for their needs.

### **Aims**

- To support and celebrate the abilities, personal qualities and talents of all children, where possible within the school environment.
- To ensure that all children receive an education appropriate to their abilities.
- To develop high quality learning for all children in connection with the EYFS curriculum and the KS1 curriculum.
- To provide teaching that makes learning challenging and enjoyable. To provide higher order thinking and questioning skills.
- To recognise under-achievement and to seek to remove it.
- To stimulate children through extra-curricular activities and enrichment.
- To have the expectation that the curriculum for all will be extended by realising the needs of the most able.
- To compile a Gifted, Able and Talented Register which is reviewed termly.
- To monitor the progress of all children with the use of formative, summative assessment and assessment program Target Tracker.
- To train staff and to provide for these aims to be achieved.

## **DEFINITIONS**

At Downs View Infant School we know that 'Gifted' pupils are those who have abilities that are significantly above the expected level of attainment in Maths or/and English. These children are appropriately differentiated for within lessons to meet their needs and this is specified within teacher's planning. Where necessary children may also move to another year group for particular lessons to be greater challenged.

These children will be performing significantly above the expected level of attainment, and by the end of the EYFS, Year 1 or Year 2 they will be securely exceeding the expected level.

EYFS - Exceeding Early Learning Goals by Term 4

Year 1 - 1S+ by the end of the year

Year 2 - 2S+ by the end of the year

We know that 'able' children are those who have abilities that are above the expected level of attainment in Maths or/and English. These children are differentiated for appropriately within Maths and English lessons and there is always a 'challenge' specified on planning to deepen learning.

We also know that 'Talented' pupils are those who have abilities that are significantly above the expected level of attainment in Art, Design and Technology, the performing arts and PE.

## **IDENTIFICATION**

All teaching staff regularly assess the children's progress, linked to observations and the work that the children produce in class. Teaching staff also complete summative assessments several times a year to show the developing progress across time and these are updated on Target Tracker. The children in Year Two also complete statutory KS1 assessments which would support this identification.

Gifted, Able and Talented children's data is tracked through Target Tracker and analysed by the teachers at pupil progress meetings. Professional discussions illustrate how to accelerate the progress of Gifted, Able and Talented children and if intervention is necessary to aid their success.

At Downs View Infant School we encourage parental involvement in identifying whether the child is Talented (appendix 2). This enables us to provide the very best opportunities for the children so that they can reach their full potential and celebrate their achievements.

Through an enriched, thematic, creative curriculum Downs View Infant School aims to identify the most able children and provide further provision to aid accelerated progress in the areas that the child is Gifted, Able or Talented in.

## **PROVISION AND SUPPORT**

The role of the teacher is vital in challenging the thinking of the gifted and able child. Work will be targeted to pupils' abilities and previous knowledge, skills and understanding. It will be differentiated by expectation, task, resource, dialogue, support and pace as well as by targeted probing questions. Differentiation will modify the learning experience of the Gifted, Able and Talented child to promote the opportunities for them to engage in higher-order thinking. Please refer to the 'Characteristics of G&T children' to aid success (Appendix 1).

There will be activities organised to enrich and vary the curriculum experience for all pupils, designed to give specific opportunities for Gifted, Able and Talented pupils to develop, by drawing them together. There will be added breadth and range to a child's attainment and progress through activities and experiences that consolidate and widen the child's knowledge, skills and understanding. Extension material will extend and develop the knowledge, skills and understanding of the identified pupils.

At Downs View Infant School, we recognise that it is imperative to develop the needs of the whole child and therefore cater provision for children academically and sociably. Every individual child's needs are catered for on a personal level, ensuring a holistic approach to development.

There will be collaboration between schools in order to pursue the development of provision, including strengthening links with Kennington Junior School, involving our children in the provision offered for Gifted, Able and Talented children.

## **EXTRA-CURRICULAR ACTIVITIES**

These are highly valued for the Gifted, Able and Talented child and include:

1. Club activities - curriculum subjects, sports, gardening etc.
2. Activity days. These may be organised by the school in themed weeks or by the Gifted and Talented Ashford Collaboration.
3. Day visits/ activities run by the District.
4. The use of specialists e.g. Teachers from Junior/Primary/Secondary schools, visiting artists and authors.
5. A broad, creative curriculum, giving children a chance to thrive.

## **REVIEW AND DEVELOPMENT**

Each year the school will draw up a register of Gifted, Able and Talented children in each year group. The register will be reviewed and moderated through monitoring their progress carefully. The register will be updated termly by teaching staff.

## **PARTNERSHIP WITH PARENTS**

Parents and teachers will work together for the needs of the Gifted, Able and Talented child. Parents will be kept informed of up and coming events for Gifted, Able and Talented children. Parents will be invited to suggest a talent which their child may have (see appendix 2), but it will be the class teacher/coordinator's final decision on whether they are added to the register.

## **TRANSITION TO KEY STAGE 2**

The school will liaise with Kennington Junior School and other appropriate schools to provide information on Gifted, Able and Talented Pupils. The G&T Leader will attend Ashford Collaboration meetings to liaise with Infant Schools, Junior Schools and Senior Schools in the area to share outstanding practice for the provision of G.A.T children.

## **SUPPORT**

The school is able to access support through:

The Gifted and Talented Coordinator for Kent - Roger Silk  
Leading organisations.

There are resources in school to support and challenge learning in every classroom.

## **THE NATIONAL ASSOCIATION FOR GIFTED CHILDREN**

**(NAGC)** has developed ten principles of good practice for schools.

**They are:**

1. Flexibility in meeting needs
2. Valuing diversity, dealing with underachievement
3. A partnership with pupils and parents
4. The leadership of the Headteacher and Senior Team

5. Regular observation and review with early and prompt intervention
6. High teacher expectations
7. Positive attitudes by teachers who are prepared to "Go the extra mile"
8. Close primary/secondary liaison
9. Good use of external resources
10. The absence of labels, working to the child's strengths.

*We will try to adhere to these principles in daily school life.*

This policy is written in conjunction with the Teaching and Learning policy , Maths and English policies and The Single Equality Scheme.

## Appendix 1- Referral information for teachers

### Downs View Infant School

#### DEFINITIONS

"Gifted" pupils are those who have abilities in one or more subjects in the statutory school curriculum other than art, design and technology, the performing arts, P.E. and in sport.

"Talented" pupils are those who have abilities in art, design and technology, the performing arts, P.E, or in sport.

#### Gifted children

These children will be performing at least 3 profile points above the national average in EYFS and 2 sub levels above the national average for their age in KS1.

"Gifted and Talented" pupils will represent approximately 10% of each year group's entry but will not be restricted by this figure if nominations reflecting pupils' potential are appropriate.

#### Characteristics of G&T children:

- Think quickly and accurately
- Work systematically
- Generate creative working solutions
- Work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations
- Communicate their thoughts and ideas well
- Be determined, diligent and interested in uncovering patterns
- Achieve, or show potential, in wide range of contexts
- Be particularly creative
- Show great sensitivity and empathy
- Demonstrate particular physical dexterity or skill
- Make sound judgements
- Be outstanding leaders or team members
- Be fascinated by, or passionate about, a particular subject or aspect of the curriculum
- Demonstrate high levels of attainment across a range of subjects or within a particular subject or aspects of work

The following principle methods **will** be used to identify the appropriate pupils:

- Teacher nomination
- Teacher assessment, including pupil tracking databases,
- APP materials

In addition, the following methods **could** be used:

- Parental nomination
- Peer nomination
- Self-nomination
- Use of external experts

## Appendix 2- Talented identification form to parents

Dear Parents / Carers,

### Talented pupils at Downs View

Talented pupils are those who are significantly above their peers in Art, Music, Drama, Dance, Sport and Design Technology. We strive to provide the best opportunities for your child to reach their full potential. Through regular observation we regularly see many talented children in school. However, we are aware that many children have different opportunities outside of school. Therefore in order for us to have greater awareness of the 'talented' children at our school and to celebrate their achievements, we would like you to inform us, using the slip below if you feel that your child exhibits **significantly above average** ability for a specific area. Please return this by....

Many thanks,

Yours sincerely

Mrs J Hunt  
Leader of Gifted, Able and Talented

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**Please return to Mrs Hunt through your class teacher.**

Child's name.....

Class.....

Activity	Please describe your child's talent/level/achievements
Drama	
Music	
Sport	
Art/ Design & Technology	