

How can you support your child?

Parental support is vital for all children to succeed. Gifted and talented pupils are no different in this respect. Any time you can spend engaging with your child's learning will ensure they get off to a great start.

Below is a list of prompts to support you in working with your child:

- Set time aside each day to talk with your child.
- Encourage him/her to sample new activities.
- Use the environment to provide a broad range of experiences e.g. visits to galleries, museums, sports centres
- Provide resources to support learning at home e.g. internet, visual stimuli, books, maps.
- Make sure your child has the opportunity to make friends, including with those who share his/her interests.
- Take the time to develop positive relationships with your child's school and teachers. Find out what they do to support Gifted and Talented pupils.
- Encourage your child to participate in extra-curricular activities at school and beyond, including summer schools, outreach and distance learning activities.
- If your child complains about being bored, take the comments seriously and seek a solution with your child, and the school if appropriate.
- Seek out other families with gifted or talented children through the school, local community or national networks via the internet.
- Encourage your child to challenge themselves and to accept failure as a learning opportunity
- And finally, make sure your child also has time to relax and play – to be a child.

We hope you have found his leaflet useful. If you have any questions or concerns, please do not hesitate to contact school. An appointment can be made with the Gifted and Talented Coordinator or Class Teacher to discuss your child's learning.

Quotes about our Gifted and Talented Provision

I enjoyed doing maths with children from other schools. We were all trying our best. **Year 6**

The creative curriculum ensures gifted and talented pupils engage well and make good progress. **OFSTED**

The homework has been challenging but she has tried hard. **Parent**

The teacher really understands my child and how to engage him. **Parent**



A Primary school

Primary Business Address
Your Address Line 2
Your Address Line 3

G&T Coordinator:

Contact details:

A Primary school

Gifted and Talented Children



What we do and how you can help!

What do we mean by Gifted and talented?

Our school recognises that there is no set definition of what constitutes a Gifted and Talented pupil. However, to support the advice outlined in this leaflet, we draw on the definitions provided by the **Department for Education (DfE)**.

The DfE define Gifted and Talented pupils as children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).

The terms Gifted and Talented are applied as follows:

Gifted children and young people are capable of excelling in academic subjects (such as English, Maths, Languages, History or Science)

Talented children and young people may excel in areas of the curriculum where visio-spatial skills or practical abilities are developed, as well as academic skills (such as PE, drama, music or art and design).

In addition to this, the broadest definition is taken into account, also, to include less easily acknowledged qualities such as leadership and interpersonal skills.

All children are entitled to an education that will enable them to succeed and achieve. This includes the more able students and we therefore strive to provide an education that is both personal to their needs and motivates them to excel and achieve. It is important to remember that your child may not be “above average” in all subjects or areas.

How are pupils identified?

Typically, but not exclusively, gifted pupils show the potential to achieve the following levels by the end of their key stage:

KS1 - Level 3 or above, at the end of Key Stage 1

KS2 - Level 5 or above, at the end of Key Stage 2

Gifted children and young people may well exceed these levels in their academic attainment.

It is important to note that **talented** pupils may or may not show high academic ability in statutory assessments and further identification procedures are necessary to ensure pupils' needs are met (for example, teacher assessment in other National Curriculum subjects, such as PE, Art...etc)

Our school has a process for identifying pupils who are gifted and talented which includes:

Teacher/staff nomination

Teachers spend a lot of time with children, assessing their abilities in a range of subjects and skills as part of everyday teaching and learning. Therefore, this is one of the main ways in which children are identified.

Testing- achievement, potential and curriculum ability

Test results, e.g. SATs scores enable teachers to identify performance in academic subjects in relation to their peers and national expectations. The school uses APP/ or similar to track pupil progress in reading, writing and maths. Teachers may also identify where a child has particular skills and knowledge in other curriculum subjects such as history or design technology.

Assessment of children's work

Assessments, including the marking and levelling of children's work enables the school to identify high performance in relation to peers and pupils nationally.

Peer nomination

Peers are able to nominate pupils they believe demonstrate a gift or talent. They are often well placed to identify this in areas that do not fall within the school curriculum or skills that may not be shared readily with adults.

Parental information

Parents have a huge amount of information regarding their child's abilities and are encouraged to share this with school where they believe their child may be gifted or talented.

Discussions with children/young people

When talking to pupils, certain gifts or talents may be revealed (or the potential for such gifts or talents). Discussions with pupils occurs as part of the school's monitoring and self evaluation.

Using community resources

Sometimes, community groups may contact school to identify a particular gift or talent a child is demonstrating outside of school.

Once a child has been identified as gifted or talented they are added to the **Gifted and Talented Register** and this information is shared with you. Provision for identified pupils is then planned as outlined in the next section of this leaflet.

How do we support Gifted and Talented pupils?

All pupils, including gifted and talented, experience appropriate levels of challenge and enrichment through Quality First Teaching, personalised learning in the classroom and in extra curricular activities. Teachers will use the following strategies.

Planning:

- Planning a differentiated curriculum with a balance of whole class, group and individual teaching
- Adapting class organisation or pupil grouping (setting, acceleration, fast-tracking etc.)
- Setting differentiated homework
- Differentiation through pace, task, dialogue, support, outcome, resource, content and/or responsibility
- Planning a variety of extension and enrichment activities

Challenge:

- Problem solving and investigation to develop reasoning and thinking skills
- Use and model open-ended questions and tasks
- Introduce elements of competition within and outside peer group
- Competition against self through target setting
- Opportunities for creative and productive thinking

Extending and enriching the curriculum:

- Visiting experts and range of materials and resources
- Visits/workshops from poets, writers, artists, actors, dancers etc.
- Increased technical and specialist language
- Use of subject specialists
- Use of additional support, TA's, other adults, older pupils and parents for one to one or group work to extend child in a specific area (social or academic)
- Links with outside agencies (music tuition, sports coaches, etc.)
- Clubs at lunchtime or after school, covering academic as well as other activities
- Participation in special competitions
- Enrichment sessions during the school day
- Cluster activities with other schools