

Gifted and Talented Policy

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This policy is reviewed on an annual basis

Annual Policy reviewed by: Miss Jennifer Slane: **July 2021**

Next date of Annual Review: **July 2022**

Signed by Head teacher:





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Introduction

‘An effective curriculum is one that enables all pupils to fulfil their potential and inspire them to learn, both within and outside school. More able pupils have a right to a curriculum which builds upon and maximises their strength, broadens and enriches their learning.’ (Deborah Eyre 2001)

At Rolfe’s Nursery School we aim to provide an Early Years Curriculum that is a suitable to the needs and abilities of all our children. We ensure our approach to teaching and learning enables each child to aim high and become the best versions of themselves. This policy helps us to identify and support highly able learners who have been identified as ‘gifted’ and ‘talented’.

Aims and Objectives

There are gifted and talented children amongst every cohort and in many educational provisions. However, each provision reserves the right to define which children are considered highly able learners.

The purpose of this document is to assist Rolfe’s Nursery School identify children who demonstrate in their learning and performance an exceeding or above average ability in one or more areas with the EYFS framework.

Gifted and talented pupils have particular needs. Like all pupils, they need understanding and support, challenges and opportunities.

Definition

Gifted and talented children are those who have one or more attributes/abilities (or the potential to develop those abilities) to a level significantly ahead of their expected developmental age in the EYFS Framework.

Gifted and talented pupils may be exceptional all-rounders, or they may have specific talents and be good at just one thing.

Philosophy

- All children have a fair and equal right to access the curriculum
- All children have strengths and weaknesses which need to be nurtured and developed
- Senior leader will use assessment and differentiation to extend each child’s learning

Principles

- We are pro-active throughout the school in creating a climate to pursue a goal of excellence
- Each child’s educational programme is carefully monitored and assessed and every child in the school has their own educational tracker, target setting is in place where appropriate
- Senior leaders will be responsible for planning and differentiating work throughout the curriculum, offering enrichment and extension
- Maximum use will be made of available resources, equipment, and expertise to support each child’s learning and development.
- Highly able pupils will be offered work extension to a reception or Year 1 level; their learning will also be extended through individual topic work opportunities and Rolfe’s Plus activities.

Identification of more able children

- Observations and children's work samples. The ability of highly able children can be identified through observed interactions, the quality of their work and in response to activities and challenges set.
- Discussions with parents, both when the child starts Rolfe's Nursery school, during parent consultations, or when either a parent/carer or staff recognise the child are excelling in a specific area(s) of learning.
- Standardised assessment. Standardise assessment enable us to check children's abilities at a specific time and will measure achievement and capabilities rather than potential. Still, it is a helpful method to compare children's performance with those of a similar age and recognise those children whose high achievement demonstrates high ability.
- External advisors such as an EYFS curriculum specialist or educational psychologist.

Staff Development

All staff will be made aware of the key issues in the education of Gifted and talented children. This will be delivered through staff meetings and INSET courses.

Roles and responsibilities

The Lead Practitioners and Key person

- The Lead Practitioner and key person will plan activities and opportunities to support children to reach their full potential and make the progress of which they are capable of.
- The SENDCO has specific responsibility for all aspects of work with gifted and talented attributes. They:
- Support practitioners and key persons to identify children and set appropriate targets and monitor progress made
- Keep abreast with current legislation, research, resources, and services available to support children
- Encourage the development of suitable in-house enrichment opportunities as well as extra-curricular activities
- Liaise and co-ordinate with external agencies or people from the community, resources, and facilities
- Facilitate and contribute to staff development and training

- Gifted and talent children are included into pupil progress meetings so that the appropriate provision is in place
- Ensure that the Gifted and Talented register is kept up to date
- Ensure that the policy document is reviewed annually.

The Headteacher

The Headteacher will review all evidence to determine if a child should be included on the gifted and talented register

Oversee teaching, learning and assessment for all children, including those with gifted and talented attributes.

Transition

When children leave Rolfe's Nursery school information will be shared with the new setting to ensure that suitable provision is made for gifted and talented learners. This information will include:

- The child's starting point and current stage of learning and development
- The areas of learning they are excelling
- strengths and weaknesses
- Targets to nurture and support future developments

Information can be shared through discussion as well as supporting documentation.

Appendix 1

Rolfe's Nursery School Gifted and Talented Register

Record of Gifted and Talented Children
Academic Year: 2021 -2022

Name of child	Date of birth	Class name & name of senior leader/key person	Specific areas of ability (gift or talent)	Targets to nurture and support future developments