



Gifted and Talented Learners Policy

The EYFS states that, 'babies and children develop in individual ways and at varying rates'. We recognise that this is the case and that provision needs to be made for those who show signs of being particularly gifted or talented.

All children have a right to education that is appropriately challenging and takes account of individual needs.

What we aim to do

As we are committed to supporting each child and ensuring the well being of each child we implement this policy to ensure we encourage the individuals in our care to fulfil their potential.

How we will achieve this

Gifted and talented learners will be identified in a range of ways. This will sometimes be through formal observations and assessment and sometimes through more informal observation.

If any practitioner believes that a child is particularly gifted or talented then there are questions that can be asked to try and confirm this:

- Is their development uneven?
- Do they get cross if an activity is too easy/hard?
- Are they easily bored or disruptive?
- Are they very good at verbal reasoning?
- Do they show reflection above that which we would expect at their age?
- Is their emotional development noticeably behind their academic development?

This is not an exhaustive list and we would not wait until we can answer yes to all of these before looking to provide some sort of enrichment but at the same time be mindful that displaying one of these does not automatically mean the child needs enrichment, in some cases for example they could simply need discipline.

Through observation here are some of things we may be looking for:

- Can use reason and logic when suggesting answers
- Uses more complex sentences
- Use facial expressions and body language to communicate ideas
- Asks questions
- Can articulate ideas succinctly
- Dissatisfied with simplified explanations and insufficient details
- Be very focussed

- Can predict
- Sees the big picture
- Analyses data and spots pattern
- Misses out steps when working out the answers to problems
- Presents original ideas
- Is inquisitive about why things work and how things happen

It is important that we are pro-active as well as reactive in identifying these children as some children who we perceive to be underachieving may actually be frustrated or unsure of themselves and need support to fulfil their potential and achieve.

Once a child has been identified as being gifted or talented then there needs to be provision for that child which will be a balance of enrichment, extension and acceleration.

This provision will need to be reviewed regularly in order to ensure we continue to meet each child's need appropriately.

Date policy was written	March 2021
This policy is due for review before	March 2022