



Able, Gifted and Talented Policy

Responsible persons: Teachers/Base Leaders

Definitions

DfE (Department for Education) defines children who are labelled as gifted and talented 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).”

An **able child** is one who performs at a significantly higher level than his/her age group. These children show all-round excellent development.

A **gifted child** shows a greater aptitude and flair for learning in a particular area of development for example, literacy, mathematics or understanding the world, also with an aptitude for problem-solving and critical thinking.

A **talented child** shows a greater aptitude and flair for demonstrating skills in design, creative or performing arts, music or physical activities such as sports.

Statement of Intent

We believe that all children are entitled to provision that reflects their unique characteristics, fascinations and enthusiasms, with a curriculum designed to extend and enrich their learning. It is our intention to identify children’s strengths, needs and interests at every stage, spotting potential through participation in learning opportunities to ensure that this entitlement is met. HEYC staff use a ‘best fit’ model that draws on a range of evidence.

Aims and objectives

The Centre aims to:

- Promote personal, social and intellectual development of the whole child.
- Work in a close partnership with parents and significant carers to gain a more holistic understanding of each child, so that gifts and talents are more likely to be revealed.
- Through continuous observation, differentiate the curriculum in such a way as to provide for individual needs of all children.
- Plan for and provide a stimulating environment, ensuring resources are appropriate and easily accessible.
- Create environments of opportunity where children can discover aptitudes and passions that they did not know existed.
- Promote children’s self-esteem and a positive attitude to their own learning that encourages taking risks and seeking out challenges.
- Support children’s understanding of their own learning.
- Offer children very broad experiences rather than narrow pathways, with opportunities for creative thinking in both independent and collaborative situations.

The Centre aims to ensure that all children:

- Realise their full potential in relation to the Early Years Foundation Stage curriculum.
- Are actively and enthusiastically involved in their learning.

- Have confidence in their own abilities but maintain respect for the needs and abilities of others.

Principles of Teaching and Learning

Children's learning capacity is powerfully affected by the beliefs that they hold about themselves as learners.

Learning is enhanced when children feel engaged, motivated, empowered and emotionally secure. Children's thinking is supported and challenged through adults and practitioners becoming involved in the thinking process with them, extending and broadening children's understanding, in particular through questioning techniques to promote higher order thinking.

The development of abilities and talents may be uneven and evolving.

Equal access and outcome

All procedures will be in line with the Single Equality Policy. Where additional opportunities are provided to meet the needs of individuals, access should be open to others. It should also be remembered that while extension or enrichment activities should be offered, every child has a right to play and, when possible, they should be planned for and accommodated within a play or routine situation.

Identifying talented and gifted children

- In liaison with parents, we aim to identify children's strengths during their first term, although this will be ongoing.
- Observational evidence is gathered continually by all staff.
- Further evidence is carried out through focussed observations.
- Each member of the staff team is valued for her/his own particular knowledge of each child and the contribution she/he can make to team discussions regarding individual children.
- Where possible, bi-lingual staff will help to assess children with English as an additional language.
- Children's progress is discussed with parents at parent/key person meetings when parents have the opportunity to inform staff of their child's particular strengths.

Implementation

- Child-centred planning forms part of the planning process for future learning, as we consider children's interests and aptitude as well as children's own suggestions for planning.
- Challenging tasks and lines of questioning will be included in our lesson plans, e.g. small group times and story times.
- There will be opportunities for able children developing at a similar level to benefit from collaborative play on a shared challenge or focussed activity.
- Staff will equip the children with good learning strategies and provide inspiration and encouragement.
- Staff will involve themselves in extended conversations with children and support the questioning process. They will also act as an example to encourage risk-taking and learning through mistakes.
- Parents will be encouraged to support their children's learning and abilities. Very able children may need to learn how to manage their abilities.

Staff roles and responsibilities

The teachers are responsible for monitoring provision and have responsibility for:

- Discussing individual children's needs with staff and parents.
- Supporting staff in the agreement of appropriate Next Steps.
- Reviewing progress with staff and parents.

This policy was adopted/reviewed at a meeting of the Whole Governing Body of Hardmoor Early Years Centre, held 5th July 2018.

Date to be reviewed: Summer 2021

Signed: 
(Chair of Governors)

Print Name: Vikki Maxwell