

## **Identification**

**Identification will be an on-going process aided by assessment (both formative and summative), and by provision.**

**In consultation with the Gifted and Talented Co-ordinator, class teachers will identify a core cohort comprising the most able 5% of their classes using a balance of qualitative and quantitative measures.**

**To maintain flexibility, a satellite cohort of up to a further 10% will also be identified, to facilitate inclusion of those children at the margins of the core cohort, and/or children who would benefit from some elements of the provision made.**

**The identification process will be alert to the difference between ability and achievement, taking care to include underachieving able children in the cohorts. It will also be alert to the necessity of including children at the earlier stages of English language fluency. Consultations with support staff will be part of the identification process.**

**The quantitative and qualitative identification measures will include a combination of the following:**

- prior attainment records**
- teacher assessments**
- class profiles**
- in-house tests**
- teacher nomination in core and foundation subjects**
- discussion with parents**
- subject specific checklists**
- on-going assessment using open/differentiated tasks (identification through provision)**
- collation of evidence (i.e. individual pupil's work)**
- reading test scores**
- discussion with peripatetic teachers**



***gifted & talented***