



WHERE STARS SHINE

GIFTED & TALENTED POLICY

Policy Lead Committee: Local Academy Committee **In consultation with:** Senior Leadership Team

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1. Rationale

Severnbanks is part of the Severn Federation Academy Trust. At the Severn Federation Academy Trust, we are a community with the shared vision of: 'learning together, with minds that think and hearts that care.' We aim to help all our pupils to develop their individual skills, talents and abilities, intellectually, creatively, emotionally and socially. We endeavour to provide teaching which makes learning challenging, engaging and exciting, and which enables all pupils, including those who are more able, to reach their potential.

At Severnbanks we believe ...

"All children are individual have different needs – our aim is to develop each child's individual potential within a safe, caring and stimulating environment."

Our school aims include our commitment for every child:

- to enable each child to achieve his or her full potential.
- to lay the foundations that enables our children to meet the challenges of their future in learning and in life.
- to fit the curriculum to the needs of the child by providing appropriate experiences according to age and ability.
- to value each child's natural strengths and interests as the basis for the extension of their learning, responding to the child's interests in a variety of ways.
- to provide a wide range of opportunities and experiences so that each child reaches their full potential.
- to welcome and encourage parents and carers as partners in their child's education, building links between home and school – working together to make things better.
- to create a supportive and caring community in which children are encouraged to gain confidence and develop their talents.

At Severnbanks Primary, we strive to ensure all children receive quality first teaching; and provision for children is differentiated with appropriate challenge to raise the standards for all pupils. This policy is an integral part of the school's broader development of maximum inclusion of educational opportunity for all pupils, and states our commitment to providing an environment in which all pupils are enabled to realise their potential. At Severnbanks, all teachers, "ensure all schools stretch...their most academically able pupils" (Educational Excellence Everywhere, 2016)

2. UNITED NATIONS COVENTION ON THE RIGHTS of the CHILD

ARTICLE 28 All children have the right to a primary education. Discipline in schools should respect children's dignity. Young people should be encouraged to reach the highest level of



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education of which they are capable.

3. Aims

This policy is intended to support the following aims:

- The raising of aspiration for all pupils
- High expectations of achievement for all students
- Greater enterprise, self-reliance and independence for all students
- Identification of talented or gifted pupils as early as possible

In order to achieve these aims, we will ensure that all students have opportunities to develop specific skills or talents.

4. Definitions

The words 'gifted' and 'talented' can be used in different ways. The DCSF used the following definitions:

'Gifted' learners are those who have the ability or potential in one or more academic subjects; English, mathematics, science, history, geography, modern foreign languages, religious education, information and communication technology, or design and technology.

'Talented' learners are those who have the ability or potential in one or more skills, whether artistic, sporting, interpersonal or vocational.

The term **'gifted and talented'** is not to be understood as referring to the most able children in the national population. The term should be seen as relative and refers to the top 5% to 10% of any school, regardless of the ability profile of pupils at the school.

Within the school we recognise that gifted and talented pupils can be:

- Good all rounders
- High achievers in one area
- Of high ability but have poor writing skills.

We also recognise that those pupils who are gifted and talented do not always show their ability. Such pupils are gifted and talented even though their abilities may be hidden or remain as potential.

5. Identification

Gifted and talented students are identified by making a judgement based on an analysis of various sources of information including:



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- Test results/teacher assessment (end of key stage levels; standardised scores)
- Teacher nomination (based on classroom observation, discussions with pupils, work scrutiny)
- Peer or self-nomination
- Parental nomination
- Predicted test/ examination results
- Reading ages
- Information provided from previous schools or external agencies (e.g. sports organisations, music tutors etc)

This information is collated by the gifted and talented co-ordinator and the assessment co-ordinator and is made available to all staff. The gifted and talented 'register' is regularly reviewed and updated.

6. Provision

Where a child is gifted or talented in one or more areas, they will be supported with high expectations and planning within the classroom.

Organisational and in-class approaches, important strategies include:

- The coherent management of pupil groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of gifted and talented pupils in some groups there will be pupils who have gifts and talents in all groups.
- The provision of opportunities for gifted and talented pupils to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with older pupils occasionally.
- Mentoring and additional provision for pupils of exceptional ability.
- The provision of enrichment/extension activities and tasks.
- Differentiation within subject areas, identified within planning.
- The development of independent learning by allowing pupils to organize their own work, to carry out tasks unaided, evaluate their work and become self-critical.
- Planning a variety of extension and enrichment activities.

6.1 Challenging the 'More Able' Child

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



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6.2 Extending and Enriching the Curriculum

The following are offered on a regular basis and, although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practice and extend their skills.

- Enrichment days
- Residential experiences
- School clubs at lunchtimes or after school
- Musical and sporting activities.
- Visiting experts or workshops from poets, writers, artists, musicians etc
- Participation in special competitions e.g. inter-school swimming gala, sport competitions

7. Continuity and Progression

At Severnbanks, we pride ourselves on knowing our children well. We have developed strong links with local early years settings, and ensure high-quality induction to the Reception Class. We have well managed internal transition sessions before pupils move to new classes. Year 6 staff meet with secondary colleagues annually to discuss the needs of all children. This allows for a clear transfer of information and best outcomes for pupils.

8. Co-ordination and Monitoring

The gifted and talented co-ordinator has overall responsibility for:

- Ensuring that the policy is implemented
- Co-ordinating the monitoring of progress through observation, pupil conferencing, pupil performance, monitoring planning
- Ensuring that the professional development programme includes relevant aspects of gifted and talented provision.

This policy is available on the school website: [Severnbanks Primary School - Policies](#)

Paper copies are available on request from the School Office.