GIFTED & ABLE POLICY

Our Vision:

We are committed to quality learning in a positive, happy and Christian atmosphere where everyone within the school community is valued as an individual. We expect everyone to, 'Treat others as you want them to treat you.' (Matthew 7:12-14). We have high expectations of all and strive to provide a safe, challenging, exciting and stimulating environment.

Our Values:

To ensure we offer a consistent approach to the identification and support of the very able child through our school values of:

Respect – by respecting that all children are unique with their own set of strengths.
Compassion – by understanding that a range of opportunities need to be offered to identify children's gifts and talents.
Creation – creating an environment that allows all children to realise their potential.
Perseverance – To persevere in identifying talented the gifts and talents that all children have.
Service – serving to provide an all-inclusive environment with equal opportunities to ensure all pupils reach their full potential.

Introduction

At Willaston Church of England Primary School all children are valued equally. We ensure that each individual child has the opportunity to realise their potential in a challenging and supportive environment. Our school will have, at any time, a large number of able, talented or gifted pupils, some of whom may perform at a standard that well exceeds the national standard of others in their class or that expected for children in their age group. This may be in one or more areas of learning.

We believe that we can make a difference in enabling these pupils to achieve the greatest possible progress and recognise the value and importance of identifying and celebrating their achievements and successes.

Our definition of an able pupil recognises academic and practical performance as well as outstanding artistic, musical and creative talent, physical skills, leadership qualities and the ability to process ideas and information. It also recognises that a child may possess this potential although performance may not currently reflect this.

Aims

The aim of this policy is to ensure a consistent approach to the identification and support of the very able child through:-

- An agreed, shared definition of the terms ‘able’, ‘gifted’ and ‘talented’
- Identification of talented or gifted pupils as early as possible
- Identification using objective assessment measures
- Meeting pupils’ needs using a range of appropriate strategies
- Raising staff awareness of the range of strategies available to them
- Providing access to a suitably differentiated and challenging curriculum
- An emphasis on creating opportunities for pupils to identify their gifts and talents and for these to flourish
- Fostering a culture of achievement by creating a climate of learning and excellence throughout school
- Providing opportunities for disadvantaged learners
- Working in partnerships with parents and carers to help them promote children’s learning and development
- Making use of links with other schools and the wider community to enhance learning opportunities

Definitions

There are many definitions of ‘gifted and talented’. DFE guidance suggests:

- ‘Gifted’ learners are those who have high ability in one or more subjects in the statutory curriculum other than art and design, music and PE
- ‘Talented’ learners are those who have high ability in art and design, music, PE or performing arts such as dance and drama

The DFE suggests that 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 5-10% of any school, regardless of the ability profile of pupils at the school.

Identification

Gifted and Talented children are identified by making a judgement based on an analysis of various sources of information including:-

- Test scores/teacher assessment
- Teacher nomination (Based on classroom observation, work scrutiny)
- Peer/self nomination

- Parental information
- Reports from previous schools if applicable
- Information provided by external agencies (sports organisations, music tutors etc)

Assessment Methods

- Teacher observation
- Benchmark tests/assessment including end of Key Stage tests
- Response to increased challenge
- Response from external agency

Class Teacher Responsibilities

The class teacher will:-

- Take steps to identify very able pupils within their class as soon as possible
- Assess and gather information data to support the nomination
- Agree, plan and implement appropriate provision
- Include provision in medium and short term plans, as appropriate
- Review provision regularly

Provision

Where a child is able in one or more particular areas, they will be supported with high expectations and planning to enable them to pursue work at their own standard.

Planning for the Able Child

Includes:

- Identifying provision for able pupils in subject policies and plans
- Identifying clear stages of development in schemes of work
- Planning a differentiated curriculum
- Planning a variety of extension and enrichment activities

Challenging the Able Child

By:

- Problem solving and investigation to develop reasoning and thinking skills
- Using and modelling open-ended questions and tasks
- Giving opportunities for creative and productive thinking

Extending & Enriching the Curriculum

- Cluster activities with other schools - Gifted and Talented Weeks organised with other schools within The Neston Inclusion Partnership
- Visits and workshops from poets, writers, artists, actors and dancers etc.
- Links with outside agencies – music tuition, sports coaches etc

Monitoring, Assessment & Evaluation

Pupil's achievements will be monitored & evaluated against set individual standards. This process will include:-

- Regular observation and recording of progress across the curriculum
- Encouraging pupils to assess and review their own performance
- Valuing out of school achievements

Approved by Governors October 2025



Signed by Chair of Governors