



Stamford Green Primary School and Nursery

Talented, Able and Gifted Policy

Agreed at (please indicate with a *):

- Full Governing Body Meeting _____
- Children and Learning Committee Meeting _____*
- Resources Committee Meeting _____

Date: 3.12.20

Talented, Able and Gifted Policy Contents

Section	Page Number
Introduction	3
Aims and objectives	3
Policy	3 - 4

Talented, Able and Gifted Policy

1. Introduction

- a) We believe in providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. The purpose of this policy is to help to ensure that we recognise and support the needs of those children in our school who have been identified as 'talented' and/or 'gifted' according to national guidelines.
- b) National Guidelines defines that 'gifted' refers to a child who has a broad range of achievement at a level well above average typically in the more academic subjects. 'Talented' refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.
- c) The gifted or talented pupils will be the top 5% nationally and external agencies will be involved in supporting learning. More able pupils are identified as those operating consistently at an 'exceeding' level and their learning will be moderated both internally and externally.

2. Aims and Objectives

Our aims are to:

- a) Ensure that we recognise and challenge the needs of all our children.
- b) Enable children to develop to their full potential.
- c) Offer children opportunities to generate their own learning.
- d) Encourage children to think and work independently.

3. Identification of Gifted, Able and Talented children

We use a wide range of strategies to identify gifted and talented children.

- a) Pre-school records and screening on school entry
- b) Ongoing observations, assessments and pupil progress tracking.
- c) Discussion from parents/carers and external agencies.
- d) The term 'gifted and talented' is not one that we will use with the children or parents. Research has shown (Dweck 2006) that the label of gifted and talented often leads to a fixed mindset that restricts further development.

4. Provision for Gifted, Able and Talented children

- a) A curriculum and learning without limits approach provides open ended tasks to encourage independent problem solving skills.
- b) Rather than being assessed on how much a child has learned Mastery assesses the depth to which they can apply their knowledge.
- c) Mastery learning encourages pupils to work in groups or teams and take responsibility for supporting each other's progress.
- d) Identification is shared with all appropriate teaching adults to ensure challenge in all lessons.
- e) Higher order questioning wherever appropriate e.g. Bloom's Taxonomy
- f) Progress assessed formally twice a year, but informally continuously to ensure potential is maximised. Please see Assessment, Feedback and Marking Policy.

5. Monitoring and review

- a) Mrs Kathryn Dray is responsible for the provision and practice within the school.

- b) The progress by the gifted, able and talented children are reviewed twice a year and reported to the governors via the Inclusion Report.
- c) Monitoring of teacher's planning to ensure high expectations and appropriate challenge.
- d) Observations of lessons as part of Learning and Teaching Policy.
- e) Reviewing provision with the governing body.