



Parkside Community Foundation Primary School

GIFTED & TALENTED POLICY

Rationale

Parkside Community Foundation Primary School values all children equally and endeavours to ensure that each child should have the opportunity to realise their potential. The school will have children who are talented and gifted in one or more areas of learning. We believe it is our responsibility to enable these children to make the greatest possible progress. We recognise the importance of identifying and celebrating their achievements. It is well documented that in making provision for gifted and talented pupils, the standards of achievement are raised for all pupils.

Aims

- To ensure a consistent approach to the identification and support of gifted and talented pupils.
- To have an agreed definition of the terms 'more able', 'gifted' and 'talented'.
- To identify gifted and talented pupils as early as possible.
- To meet these pupils' needs with a range of strategies.
- To raise staff awareness of the strategies available to them.
- To provide a curriculum that is challenging and stimulating and appropriately differentiated.
- To create opportunities for pupils to identify their gifts and talents.

Definition of Gifted, Talented and More Able

The QCA defines gifted and talented as follows:

"Gifted and talented pupils are those that will exceed the expectations for their age group in all subjects or just one. The gifted and talented are a diverse group and their range of attainment will be varied, some do well in statutory national curriculum tests or national qualifications. However, being gifted and talented covers much more than the ability to succeed in tests and examinations. Therefore, it is impossible to set one way of identifying gifted and talented pupils."

'Gifted' usually refers to the top 5% of the school population in academic subjects and 'talented' the top 5% in other subjects. 'More able' refers to pupils within a particular age group who are working above the expected level. Every class is differentiated to meet the needs of all children including the 'more able' group. This more able group may include pupils who are identified as gifted or talented.

Identification

Identification is usually made by:

- Teacher nomination
- Reports from previous schools
- Test results / Teacher assessments

- Pupil's work
- Parental information
- Information provided by external agencies – e.g. sports clubs, music tutors

Assessment methods:

- Teacher observation
- Tests / assessments – including end of key stage tests and the school's own tests
- Response to increased challenges by the pupil

Once identified the teacher will work alongside the Gifted and Talented Coordinator. If agreed that the criteria are met, the pupil's name is put on the G&T register.

Roles

The class teacher will:

- Assess and gather data to support nomination.
- Liaise with the G&T Coordinator.
- Agree/plan and implement the appropriate provision
- Record strategies used
- Include provision in medium and short term plans as appropriate
- Review provision regularly

The G&T Coordinator will:

- Liaise with class teachers
- Work alongside teacher to support pupil and plan provision – deciding on strategies that will maximise learning and development
- Maintain the G&T Register

Differentiation

All children at our school are taught in line with the National Curriculum with teachers setting high expectations of both teaching and learning. All teachers must establish ways of planning suitably challenging learning opportunities as part of every lesson. These will include:

- Challenging pupils' learning by providing enrichment, extension and accelerated learning opportunities.
- Opportunities for independent learning.
- Encouraging independent thinking and open inquiry.
- Using questioning that stimulates higher order thinking.
- Promoting and modelling a variety of thinking skills.
- Modelling and requiring pupils to use effective problem solving techniques.

Provision

Where a pupil is gifted or talented in one or more areas, they will be supported by the class teacher within the classroom using a variety of techniques and strategies.

Planning for the 'gifted' pupil:

- Plan a differentiated curriculum

- Set differentiated homework
- Differentiate through – pace, tasks, dialogue, support, outcome, resource, content, responsibility.

Challenging the ‘gifted’ pupil:

- Provide problem solving activities to develop reasoning and thinking skills
- Use and model open ended questions and tasks
- Allow the pupil to compete against themselves through target setting
- Provide opportunities for creative and productive thinking.

Extending and enriching the curriculum:

- Use additional support such as TAs for one to one or group work to extend a pupil in a specific area.
- Run clubs that cover academic as well as other activities.
- Hold special competitions
- Take pupils to outside activities – such as Saturday Smarties Science or sports competitions.

Monitoring and Evaluating

Student achievements will be monitored and evaluated in the following ways:

- Regular observations and recording of progress for the pupils in the area in which they are gifted and talented.
- Encouraging pupils to assess and review their own performance



Parkside Community Foundation Primary School

Part of the Garlinge and Parkside Schools and Nurseries Federation



Policy adopted by Governing Body on 18/03/2025

To be reviewed on March 2028

Signed by Executive Headteacher J. Williams

Signed by Chair of Governors M. Graham.



Gifted and Talented Register

Pupil Profile



Pupil's Name:	
Subject:	Year Group/Class:
Gifted / Talented – delete as appropriate	
Indicate specific area(s) of gift / talent:	
What are the sources of evidence on which the referral is made?	
How will the needs of the pupil be met within the class?	
Opportunities for enrichment / out of hours learning:	
Suggested targets to challenge and support the pupil:	
Nominated by:	Date: