

ST PETER'S  
CHURCH OF ENGLAND  
(VOLUNTARY AIDED)  
PRIMARY SCHOOL  
SOUTH WEALD



POLICY FOR  
GIFTED AND TALENTED PUPILS

**For the children to realise their God given talents, shaping their character in the image of Jesus.**

*Matthew 19:26- But Jesus looked at them and said, "With man this is impossible but with God all things are possible"*

**March 2019**

# **ST PETER'S CE PRIMARY SCHOOL**

## **POLICY FOR GIFTED AND TALENTED PUPILS**

### **Rationale**

- This Policy recognises that all pupils have abilities, personal qualities and talents, which parents and teachers need to identify, nurture and develop.
- We believe that every pupil is entitled to a broad, balanced and relevant curriculum and that each individual should have the opportunity to make the greatest progress possible.
- Each pupil is unique and to attempt a single definition is to generalise too widely. At our school the term 'gifted and talented' is intended to refer to the upper end of the School's ability range (5-10%) in any of the areas of:
  - general intellectual ability
  - specific aptitude in one or more subjects
  - creative or performing arts
  - The ability to apply skills learnt to unfamiliar problems.
  - psychomotor ability
  - leadership qualities/advanced social skills

A pupil is not classes as gifted and talented just because they are capable of achieving a higher scale score in tests.

- Pupils performing at an even higher level will be termed 'exceptionally able' and will only account for a tiny minority of pupils who are capable of functioning at a level at least three years above their chronological age. These will be pupils who are able to consistently achieve scale scores over 120 in the Juniors and 115 in the infants

### **Identification**

We identify these pupils so that we can provide effectively for them and so teachers can plan appropriate work and stimuli for them.

There is no single measurement with which to identify gifted and talented pupils due to their individuality. In our school we use a combination of the following sources of information.

- Teacher observation and assessment
- Greater depth criteria
- Testing; such as National Tests
- Pupils' profiles using examples of outstanding work and insights from pupils
- Background knowledge from parents, previous class teachers and other professionals
- Information from external clubs and exams ie drama, music, county sports

### **Aims**

Having identified our gifted and talented pupils we aim to provide:

- An entitlement to appropriate education for each individual
- The opportunity to work at higher cognitive levels
- The opportunity to develop specific skills or talents
- The opportunity to experience a broader, richer curriculum
- Support and care for the whole pupil socially, emotionally and intellectually, through early identification and intervention

### **Implementation**

It will be the responsibility of the subject leaders and of the Class teacher, as appropriate:

- To then add these pupils to the ‘Gifted and Talented Register’ indicating their special area(s) of ability
- To identify pupils who meet the criteria in their class/ subject- See appendix 1
- To explore a variety of approaches to differentiate the ongoing curriculum to meet the needs of these gifted and talented pupils.
- To support and encourage external links and resources, for example orchestra, local sports clubs, to extend the pupil’s special ability.

### **Definitions**

**Gifted** – The ability or potential in one or more academic subjects. This should be between 5-10% of pupils per school measured by actual or potential achievement in Literacy, Maths, Science, History, Geography, MFL, R.E, Computing & D.T.

**Talented** – Ability or potential in one or more skills, whether artistic, sporting or interpersonal. This should be 5-10% of pupils per school measured by actual or potential achievement in the subjects of art, music, P.S.E or P.E.

### **Most able**

These are pupils who exceed in all 3 Prime areas in Foundation stage.  
Achieve 3 years ahead+ in reading, writing and maths at the end of KS1.  
Achieve 3 years ahead in reading, writing and maths at the end of KS2.

### **Co-ordination**

Governors have appointed a member of staff responsible for co-ordinating the work with gifted and talented pupils. The Co-ordinator will:

- Ensure that subject leaders identify and track those on their registers
- Monitor the progress of those on the register
- Liaise with class teachers to support provision for gifted and talented pupils
- Research resources suitable for these pupils and generally support staff in providing for them.
- Keep up-to-date with developments in this field

## **Provision**

This depends on the individual learning needs of the pupil. Strategies for accelerated learning will enable the gifted and talented pupils to move through the curriculum at a faster rate. This may be achieved by:

- Setting by ability – so that pupils can, from time to time, work together with others of similar ability; this will include working with older pupils where suitable
- Working with pupils of the same chronological age when not set, so that they are part of a normal peer group
- Withdrawal for individual support when necessary
- Special provision for exceptionally able pupils for specific teaching and mentoring

## **In-class strategies**

- Teachers provide enrichment and extension opportunities for these pupils as part of their planned differentiation
- This applies, where appropriate, also to homework tasks
- Gifted and talented pupils are challenged within subject areas

## **Out of class activities**

The School offers a variety of extra-curricular activities providing opportunities and experiences not available in the classroom.

## **Partnership with Parents**

Parents will not be informed when pupils are added, or removed, from the Gifted and Talented register. This enables members of staff to use their professional judgments to add or remove pupils from the register, as necessary. This will then ensure that the gifted and talented register is always an accurate reflection of pupils in the school.

## **Equality of Opportunity**

All pupils will have full access to the School curriculum as outlined in the Curriculum Policy Statement.

## **Monitoring and Evaluation**

- Evaluation of the Policy will be ongoing
- There is an annual review of provision for gifted and talented pupils when the Development Plan is drawn up each year. This will take into account any future training needs of teaching and support staff.

Approved: March 2019

Review date: September 2023



Learning Characteristics of a child who is greater depth/  
higher scale score

- The ability to spot patterns and make links
- The ability to generalise
- The ability to systematically break problems down into smaller steps
- Apply the skills learnt out of context
- To be able to articulate, explain and reason about a problem concisely using key vocabulary.
- Select the most efficient method
- Be fluent in all basic maths skills.

As well as this a child has also got to be accurate and able to achieve at least 80% in any test they sit.