



Able, Gifted and Talented Policy

Statement of Intent

At Greswell Primary School we believe that all children within our school community have equal rights to the opportunities offered by education. We are committed to maximising the potential of all our pupils. This includes our able, gifted and talented pupils who we recognise have particular needs if they are able to achieve success, both educationally and socially and emotionally.

Our policy is based on ensuring challenge for all, but has particular focus on our able, gifted and talented pupils. This is understood and supported at all levels in the school, including the governors, teaching and non-teaching staff as well as pupils and parents.

In order to support our able, gifted and talented pupils we will;

- seek the participation of all pupils in learning which leads to the highest possible level of achievement and personal fulfilment,
- develop inclusive practice which will benefit all pupils and the staff working within the school,
- have high expectations that are supportive of academic success,
- ensure effective inclusive practice which will lead to school improvement.

1. Aims and Objectives

Through the policy, we aim to ensure that:

- Every able, gifted and talented pupil to access high quality educational experiences which meet their needs,
- We recognise the different needs of our able, gifted and talented pupils and will provide an education which is appropriate to the abilities and needs, of the able child considering his/her preferred learning style and background,
- We provide appropriate opportunities to enable our able, gifted and talented pupils to participate in a broad and balanced curriculum which challenges, motivates and rewards them,
- We recognise the social and emotional needs of our able, gifted and talented pupils and support them as part of our policy.
- We have a school environment which positively supports our able, gifted and talented pupils, actively encouraging, questioning and challenge as well as creatively and higher order thinking skills.

In our school our aim is that all children should fulfil their potential in their academic, physical and creative achievements.



2. Definition

We recognise that there are many definitions of able, gifted and talented. The terminology our school will use to define our higher achieving pupils will be:

- A more able pupil is one who demonstrates a significantly higher level of ability than most pupils in their peer group and is performing at one level above their age related expectations.
- A gifted pupil is one who is in the top 5 – 10% of the pupil population. Gifted pupils have the ability to excel academically in one or more subjects such as English, drama and technology.
- A talented pupil is one who is in the top 5 – 10% of those with a specific ability in a non-academic area. Talented pupils have the ability to excel in practical skills such as sport, leadership and artistic performance.

We strive to identify those able, gifted and talented pupils who have the potential to achieve, but do not regularly demonstrate high achievement and we will seek to identify barriers to that achievement and help the pupil overcome them.

3. Identification

We have identified our able, gifted and talented pupils in each year group by using the definition of our able, gifted and talented pupils.

Our identification strategy is done in the following ways:

- Through school tests such as, summative and formative assessments, SATS results and end of year tests.
- Nomination by class teacher as a result from observations and assessments in school.
- Information provided from home about any out of school activity or work done at home.
- Information from the children themselves.

The names of pupils identified as able, gifted and talented in our school will be recorded on a register so that their progress can be specifically tracked.

Pupils may be identified at any time. We expect class teachers, subject leaders and the able, gifted and talented leader to be fully involved in discussing individual pupils. Once identified pupils will remain on the register unless they cease to meet the criteria for nomination.

We recognise that some children will not be the obvious candidate as part of our able, gifted and talented programme, but when they are challenged and enthused in an appropriate way, their gifts or talents are more likely to become apparent.

We recognise that children may not be able gifted and talented in every subject and our policy makes allowances for this to ensure that they are supported in their areas of need and stretched and challenged in their area of talent and potential.



4. Organisation

We have appointed two members of staff who are responsible for co-ordinating the work of able, gifted and talented pupils.

Our current able, gifted and talented leaders are Special Educational Needs teacher Mrs Neill and class teacher Mrs Handford.

Their role is to;

- Exemplify good practice in meeting the learning needs of able, gifted and talented pupils.
- Set up and maintain a register in the school of those pupils identified as being able, gifted and talented.
- Liaise with class/subject leaders to support provision for those pupils.
- Research suitable resources and generally support staff in providing for those pupils.
- Keep themselves up to date with developments in this field.
- Attendance at relevant training.
- Deliver or manage CPD for all school staff in this area of practice.

5. Provision.

Whilst the needs of every individual able, gifted and talented pupil will be different, there is particular school provision that especially beneficial to our able, gifted and talented pupils. This will depend on the individual learning needs of the pupils and be in accordance with our Teaching and Learning policy.

We will consider a range of strategies:

- Differentiated planning to include enrichment and extension work in every classroom.
- Extension exercises on all homework which helps with creativity and higher order thinking skills and importantly is not simply more of the same.
- Opportunities for collaboration or our able, gifted and talented pupils within class, across, classes in the same year and across year groups.
- Opportunities for children to work in a variety of grouping situations for example, whole class, group work, paired work, independent study.
- Enrichment days and cluster days to develop talent.
- Facilitate opportunities to participate in activities outside school.
- Opportunities to celebrate achievements from both school and outside school activities.
- Opportunities to develop higher order thinking skills, including critical and creative thinking.
- Opportunities to question concepts to extend understanding, including following teacher feedback.
- Opportunities for pupils to develop self-regulation skills.
- Effective use of ICT
- Provide for a range of different learning styles
- Provide opportunities to develop thinking skills, problem solving, higher order skills and communication skills.



6. Partnerships with Parents.

The involvement of parents and pupils in a partnership to support learning is crucial in determining educational outcomes. Where parents and pupils are actively involved with schools in the development and planning of the pupil's education, inclusion is more likely to prove successful.

The way that parents are kept informed that their child is able, gifted and talented is done in the following ways:

- The parents are informed of their child's inclusion on the school's able, gifted and talented register by the class teacher.
- Communicate external opportunities for extension activities relevant to able, gifted and talented pupils both locally and nationally.

7. Specific Policies

Acceleration and Flexi-schooling will be evaluated by the headteacher in consultation with the staff on a case by case basis in positive consultation with parents.

The issues that we will take into account:

- The abilities and potential of the child.
- The social and emotional maturity of the child.
- Their ability to cope with higher age children without feeling isolated.

8. Monitoring and Evaluation

Provision for able, gifted and talented pupils will be a regular part of the school's monitoring of teaching and learning.

The able, gifted and talented leaders will review the progress of the pupils identified on the able, gifted and talented register annually. This will be done in the following ways:

Able, gifted and talented leaders:

- Reviewing the able, gifted and talented register annually.
- Reviewing the provision which is put in place for the able, gifted and talented pupils.
- Responsible for overseeing the able, gifted and talented strategy.
- Developing our able, gifted and talented strategy and policy.
- Liaising with parents.
- Keep and maintain monitoring statistics on the impact of the able, gifted and talented policy.

Subject leaders:



- Annually, subject leaders will provide evidence, highlighting the able, gifted and talented pupils identified area of talent which is then put in a portfolio to showcase their work.
- Any non-academic achievement will be celebrated and recorded in the portfolio.
- Implementing subject specific initiatives to maximise the potential of all pupils, including those identified as able, gifted and talented.

This policy will be reviewed in accordance with our programme of policy review and as part of our annual review for the School Improvement Plan.



Greswell Primary School

Policy: Able Gifted & Talented Policy

Implementation date: July 2026

Next review date: July 2028

Signed 07.07.26

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Chair of Governors

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Date

Signed 07.07.26

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Headteacher

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Date