



# CE Stanford in the Vale Primary School



## Gifted and Talented Policy

At Stanford in the Vale (CE) Primary School we believe that all children should be encouraged to reach their potential within a happy and secure environment.

Gifted and Talented pupils have the right to a challenging and appropriate education through effective provision, leading to raised standards for all pupils.

Gifted and talented pupils are defined as ***'children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities)'***.

### Aims

We aim to provide equal opportunities for all Gifted and Talented pupils in order for them to be fulfilled, challenged and excited at the prospect of being able to use their abilities to excel. As a school we respect the differences between pupils, acknowledge individuals' particular needs and encourage and support special achievement. We focus on the whole child, by taking account of physical, social and intellectual skills. Based on these qualities, we aim to provide opportunities to develop specific talents and encourage children to work at higher cognitive levels.

### Provision

As a school we appreciate that all pupils need recognition, approval and support, stimulation, appropriate materials, teacher contact and the opportunity to discover the full range and depth of their potential. Alongside that, Gifted and Talented children also need to acquire higher order thinking skills. High quality Inclusive Teaching aims to ensure that children become confident in a task before being offered an opportunity to develop problem-solving skills. All children are encouraged to develop independent learning skills using this approach. Children may be offered investigation and enquiry based learning tasks to provide further challenge where appropriate.

We provide the opportunity for children to learn in an emotionally reassuring environment that is intellectually stimulating and promotes good peer relations as well as developing an ability to learn independently. This is achieved through a variety of whole school approaches, often within the classroom/school setting. Within this provision, we endeavor to include activities that ensure **Breadth** (enrichment), **Depth** (extension) and **Pace** (acceleration). The following are examples of current practice that enable breadth, depth and pace to be evident within our curriculum for Gifted and Talented children:

- Art projects for talented pupils; use of sketch books to encourage children to express their ideas freely
- A wide range of extra-curricular activities/groups that are implemented by specialists (eg music/sports teachers, creative arts sessions)
- Participation in sport competitions
- Running the weekly sweet shack
- Taking part in the Stanford's Got Talent Show (January each year)

## Identification and Monitoring Schemes

There are many ways to identify Gifted and Talented pupils and as a school we have produced the following definitions to help clarify which pupils are Gifted and Talented. These definitions take into account the expectations outlined in the National Curriculum and the removal of levels as a method of assessment.

### Definition of Pupils who are Gifted or Talented at SITV:

**Gifted:** A child who is **working** at an 'exceeding' level or who's work has 'greater depth' than that expected for their age group.

In the Foundation Stage, children have to have achieved above 'ELG expected' to be considered and the Class Teacher will make the final decision about whether a child is working at a 'gifted' level.

**Talented:** A child who is **performing** at a level higher than that expected for their age.

A child who displays a particular talent that 'stands apart' from the group – ie more than 'good' – outstanding, sensational etc.

e.g.

Swimming: A 7 year old swimming at a level appropriate for 9-10 year olds.

Gymnastics: A child who is awarded badges at a rate quicker than is normally expected for their age.

Singing: A child who is regularly offered solos for a strong singing voice.

## Organisational Responses

At Stanford in the Vale (CE) Primary School we have mixed ability classes. This is helped by grouping pupils within the class. Sometimes the pupils are grouped according to ability and other times as mixed ability groups with a shared interests.

## In Class Approaches

In the main, provision for teaching Gifted and Talented pupils is within class. Within the curriculum, we endeavor to ensure enquiry based learning and challenge is planned into each lesson.

Staff are encouraged to use specific styles of questioning to encourage higher order thinking.

## Sharing Information

Information about the abilities of Gifted and Talented children is kept up to date and is communicated to children's new teachers at the beginning of each academic year or at any other time when teaching staff change.

Relevant information is communicated to receiving schools, either when children leave during a year or at the end of Key Stage 2.

## Responsibility for reviewing

Miss Laura Jamison reviews the progress of children who have been identified as Gifted and Talented in her role as Inclusion Manager. The policy is reviewed every two years.

Reviewing provision is important as it generates confidence in the policy, improves the procedures involved, strengthens any weak areas and informs future planning and action.

## Use of Local Authority and Outside Agencies for Training

The Local Authority and outside agencies will be used to develop knowledge and understanding of this area, either through attending courses or by buying in expertise. Any knowledge gained will then be disseminated through staff meetings and if necessary teacher training days.

Date written: Oct. 2024

Review: Oct. 2026