



HOLY TRINITY C E (A) PRIMARY SCHOOL Gifted & Talented and More Able Policy

Vision

We aspire to be a happy, confident and caring community where children are motivated to flourish and achieve their full potential in a supportive learning environment, underpinned by a strong Christian ethos.

1 John 4: 16: 'God is love and those who live in love live in God, and God lives in them'.

POLICY	Gifted & Talented / Academically More Able policy
SOURCE	HTS, replacing previous policy
REVIEWED BY	Reviewed by Staffing & Curriculum Committee 24.03.17 Teaching, Learning & Ethos Committee November 2019; Mar 2023
ADOPTED	22.03.23
REVIEW DUE	Spring 2026

Gifted & Talented

At Holy Trinity CE(A) Primary School, we believe that the term “Gifted & Talented” may be used more frequently and appropriately in curriculum areas such as music, PE & art / DT, when children have an innate talent or gift. We encourage musical talents through children playing a musical instrument in Worship, holding concerts to allow children opportunities to perform to a wider audience and taking part in church celebration services. We also have an annual talent show to allow children to sing, dance, play an instrument etc. All children with a talent in PE are given opportunities to take part in sporting competitions in the locality; Holy Trinity also offer “taster” sessions of sports children may not have previously had access to, eg Jolf, swimming and urban gym etc to encourage any unknown talents.

Occasionally, a child may be gifted in a subject such as maths or writing and would be working at an academic ability, which places them significantly above the Academically More Able for their or older year groups. On these occasions, advice from the Local Authority or secondary colleagues would be sought as appropriate when the child reaches a point where we felt we needed additional support to ensure they are challenged.

Holy Trinity CE Primary has high expectations for all learners and will ensure through monitoring, tracking data and Pupil Progress Meetings that Academically More Able, Talented & Gifted children make comparable or accelerated progress to their peers.

Academically More Able

This applies to children with an academic ability higher than the national expectations for their year group.

Identification of Gifted / Talented & More Able Pupils

Identification will begin when a child joins Holy Trinity CE Primary School, but will also be an ongoing process, as children's skills can develop at different rates. Staff, parents / carers and pupils will also be involved in the process.

Data used to inform the identification

- Information from teachers – present & previous
- Information from parents / carers
- Conferences with pupils
- Class work, assessments & tracking data, test results

The subject specific indicators will also support and guide staff in their identification of the Academically More Able. Some or all of the indicators may apply to a child and will be age appropriate.

English

- Demonstrates a wide vocabulary and uses high levels of verbal fluency, articulation and independent thinking
- Enjoys reading and responds to a wide range of texts, using inference & deduction at an advanced level
- Can recognise issues from a range of perspectives and enjoys informing him/her self
- Plans own writing and demonstrates writers flair using a cohesive writers voice across a selection of genres
- Uses ambitious vocabulary and literary devices in own writing to engage the reader and can shape their writing to flow and interest a reader
- Demonstrates exceptional spelling ability consistently in their own writing
- Consistently achieves above the Age Related Expectations for their Yeargroup e.g GDS

Maths

- Demonstrates accurate and rapid age-appropriate mental skills
- Demonstrates the ability to compute and manipulate numbers
- Is naturally curious when working with numbers and identifies solutions to problems
- Can work systematically and methodically in investigations
- Can explain their thinking and strategies to peers / an adult
- Demonstrates perseverance in tasks
- Achieves above the Age Related Expectations for their Yeargroup

Identification of Gifted, Talented, Academically More Able

Pupils identified as being Academically More Able, Talented and / or Gifted are tracked and progress monitored using Target Tracker and other assessment tools. Parents/carers of these children will be informed via the annual report and parent / carer consultations.

Organisation & Monitoring

In class, teachers will adapt their planning, teaching and provision, implementing a range of support and resources for identified children when appropriate. Teachers will also provide opportunities in class through open ended questioning for Academically More Able pupils to develop their thinking skills. The breadth of the child's Yeargroup Curriculum will be a focus along with opportunities for the child to explain their thinking and reasoning.

Where appropriate Learning Support Assistants may work with Academically More Able pupils during a class input or Teachers / Learning Support Assistants during dedicated times in a day.