GIFTED AND TALENTED PUPILS POLICY

This policy was approved by Governors on 1st October 2026 and will be reviewed annually.

Introduction

This policy outlines how Navenby Church of England Primary School identifies and provides for the needs of pupils who consistently work at greater depth within the curriculum.

At our school pupils are supported by a team of dedicated, professional staff who are eager to encourage a passion for learning and excellence. With an ethos founded on Christian values, we are also dedicated to the social and emotional well-being of all children in our care.

Our policy is delivered in the belief that every child has the potential to display a gift or a talent during their school career, and in the knowledge that provision for greater depth children helps to improve the standard of education for all. This policy is driven by our Christian vision which states: *'Our school family promotes values, models positive interactions and delivers unfaltering care to instil healthy well-being, confidence, independence and ultimately a* ***sense of belonging****. Children are provided with support and security coupled with challenge and aspiration so* ***everyone can flourish*** *and achieve in God's name'*.

Aims

At Navenby we are committed to raising the attainment, aspirations, motivation and self-esteem of **all children**.

More specifically we aim to:

- deliver the day-to-day curriculum in a way that is enjoyable, challenging and inspiring
- nurture gifts and talents and maximise the potential of each individual;
- provide a distinct and ongoing programme of activities and opportunities both in and out of the classroom;
- ensure staff are equipped with the knowledge and resources required to teach greater depth children;
- safeguard children's emotional and social well-being;
- maintain an environment where effort is rewarded and there is no ceiling on achievement
- communicate effectively with parents and work in partnership with them for the benefit of the child.
- Monitor progress to ensure it is better than expected every year.

Gifted - describes children who are capable of excelling academically in one or more subjects such as English, Maths and technology.

Talented - describes children who have the ability to excel in practical skills such as sport, leadership and artistic performance, or in an area of vocational skill.

Recognised Behaviours

When engaged in their area of expertise, and in comparison with their peers, children who work at greater depth tend to:

- show a **passion** for particular subjects and seek to pursue them independently;
- **master** rules of a domain easily and transfer their insights to new problems;
- analyse their own behaviour and use a wide range of **self-regulation** and learning strategies;
- make quick **connections** between past and present learning;

- work at a level **beyond** age-related expectations;
- actively engage in-depth with material and enjoy **debating** and discussion;
- produce **original** and creative responses to common problems.

Greater depth pupils may be:

- high achievers in one or more areas;
- of high ability but sometimes displaying low motivation, poor attention spans and poor social skills;
- of good verbal ability but having poor writing skills;
- possess a lively and original imagination (and often a keen sense of humour);
- keen to disguise their abilities;
- very sensitive and aware;
- unable to display their abilities because they are masked by a particular special educational need e.g. dyslexia, ADHD, autistic tendencies; a different cultural background; a disadvantaged background; or by not having English as a first language.

Assessment and Identification

Assessment strategies include:

- Classroom and teacher observation using ongoing informal and formal, formative, summative and diagnostic techniques;
- Discussion with colleagues (e.g. subject leaders);
- Discussion with the child and peers;
- Consultation /discussion with parents/guardians;
- Collation of evidence (e.g. individual pupils' work);
- Ongoing assessment for learning (AfL), e.g.:
    - quantitative data showing pupils working at a considerably higher level than the **vast majority** of their peers in Maths and English;
    - key performance indicators in all other subjects;
    - performances in (and outside) school: e.g. dance, drama;
    - performance in sports/games in a competitive environment;
    - Early Years Foundation Stage 'Tapestry' Profile;
    - better than expected rate of progress (value added data).
    - moderation with other schools

Teachers will use pupil progress reviews, classroom observation, observation during extra-curricular activities and observations around school to help identify children who should be termed 'greater depth'.

Children may be deemed 'greater depth' at any time in accordance with the above identification process; regular discussions take place during pupil progress meetings (termly) between staff and the Greater Depth Leader to assist with this.

Support for Teachers

Continuing professional development of teachers in this area is paramount to ensure that they have the skills and resources available to them to ensure they are able to effectively and consistently identify greater depth pupils and can then offer appropriate support and guidance to those pupils. Education Endowment Foundation (EEF) research, metacognition strategies and Mobilise have all helped enhance our provision over recent years.

Provision within the classroom

We are committed to delivering a broad and balanced curriculum that:

- sets suitable learning challenges;
- responds to pupils' diverse learning needs so they strive to be successful;
- overcomes potential barriers to learning and assessment

We recognise that innate ability alone is no guarantee of success. We acknowledge all children require **opportunities** to learn at a level which challenges them with **guidance** from teachers, parents and external agencies.

Greater depth learners, like all learners, benefit significantly when lesson planning ensures that all pupils understand:

- the goals they are pursuing;
- the criteria that will be applied in assessing their work;
- how they will receive feedback;
- how they will take part in assessing their learning and how they will be helped to make further progress.

In this way, pupils are encouraged to be more independent, take responsibility for their learning and recognise the importance of their contribution to the teaching and learning process.

We embrace personalised learning but also take a whole school approach to teaching and learning that also benefits greater depth children, e.g.:

- enrichment opportunities such as competitions, enterprise activities and subject specific days such as Maths Days;
- giving pupils the opportunity to serve on various working groups such as School Council, JRSOs, Collective Worship Council, Sports Crew and staff helpers;
- homework projects.
- Opportunities to show their strengths by working and supporting others, leading parts of the lesson (eg mental arithmetic), being involved in policy decisions and working with the local community.

Within the classroom it is essential that all children, Greater Depth included:

- are given differentiated activities and questions to extend the core learning tasks;
- have the opportunity to set their own goals and targets for their work and decide how they will evaluate the outcome;
- are taught to take risks with their work and to accept that not all outcomes will be successful; due to this understanding know that this is part of learning and therefore develop resilience to tasks;
- are motivated to learn and feel proud of their achievements;
- experience high teacher expectation and appropriate challenge;
- lead aspects of lessons.
- emphasise investigation, problem solving and curiosity, which can possibly be sustained over a number of lessons (and for homework);
- negotiate challenging targets, being encouraged to set some of their own;
- have learning opportunities that are never 'capped'.

Beyond the classroom

- Navenby School offers a wide range of opportunities for all children to develop existing skills and acquire new ones. Children displaying a talent are given additional guidance regarding opportunities available outside of school.

Opportunities in the Wider Community

Navenby maintains strong links with local secondary schools and other local organisations to extend pupils' experiences and learning. Examples of this are:

- taking part in cluster groups for able mathematicians, entering Challenges and garnering additional support from secondary school maths departments;
- pupils participating in a sports excellence programme at Carre's Grammar School;
- residential trips to PGL

Working in Partnership with Parents

As a school we believe that strong working partnerships with parents are essential. Sharing information and involving parents/carers as fully as possible is invaluable for both pupils and staff. Often pupils who are gifted and/or talented feel emotionally and socially vulnerable and by sharing information in a three-way partnership – pupil, school, parent/carer – the child benefits from the maximum support pastorally and academically.
Parents are informed of their child's progress at parents' evenings and in the annual school report.

Parents are welcome to discuss their child's progress with their class teacher at any time.

A full review of greater depth pupils takes place after each assessment period, where class teachers consider all of the children's achievement and progress. In July as part of the transition process, teachers share information with the new class teacher and suggest next steps for improvement.

Management of Greater Depth Provision

The Head teacher has overall responsibility for the management of Greater Depth provision and for:

- embedding this policy within the cycle of monitoring and school improvement;
- ensuring the adoption of the policy amongst teaching staff;
- co-ordinating greater depth assessment and provision;
- supporting the work of the Greater depth leading teacher;
- reviewing the overall strategy.

Monitoring

The Head teacher maintains overall responsibility for monitoring the effectiveness of this policy.

There are rigorous systems in place which allow the senior leadership team (SLT) and teaching staff to keep accurate and up-to-date information on the performance of all pupils.

The Greater Depth Lead Teacher liaises with other teaching staff in order to provide regular reports to the SLT and Governors on the provision for, and identification and monitoring of, greater depth pupils.

A member of the Governing Body has special responsibilities for Greater Depth children and liaises directly with the Greater Depth Lead Teacher to offer support and ideas wherever possible.

Policy Approved: Full Governors meeting 1st October 2026. The policy will be reviewed in the Autumn term 2027.

Signed:

Chair of Governors: …….. Mr J KIrby

Head Teacher …….. Mr. C Elliott

APPENDIX A

Multiple Intelligences

Howard Gardner concluded that human beings have many different ways of representing meaning - many kinds of intelligence. Initially, in his groundbreaking book *Frames of Mind* (Gardner, 1983), he identified seven intelligences:

- **linguistic intelligence** - the ability to read, write and communicate;
- **logical-mathematical intelligence** - the ability to calculate and reason logically;
- **visual-spatial intelligence** - the ability to visualise, think in pictures and diagrams;
- **musical intelligence** - the ability to appreciate, make or compose music;
- **kinaesthetic intelligence** - the ability to use the body skilfully to solve problems, create products or present ideas and emotions;
- **inter-personal intelligence** - social skills and the ability to work effectively with others;
- **intrapersonal intelligence** - capacities of self-analysis, reflection and self-motivation.

Subsequently, Gardner suggested a further, eighth, intelligence:

- **naturalist intelligence** - the ability to identify life forms, e.g. flora and fauna.

In Gardner's model, individuals have a profile of intelligences in which some capacities are more developed than others. Gardner argues that although individuals may have clear strengths and preferences, each intelligence can be developed through appropriate experience.

School responses

- Schools should value the range of intelligences.
- Learners should be able to use their preferred intelligences in learning.
- Learners should be helped to develop their less-preferred intelligences.
- Learning activities should appeal to different forms of intelligence.
- Assessment of learning should measure multiple forms of intelligence.

See also Thinking Skills and Problem-Solving: an Inclusive Approach [NACE], Belle Wallace et al [Dec 2016], Fulton: ISBN-13: 978-1843121077