



Parklands
Educate Together

Gifted & Talented Policy

Policy reviewed	November 2025
Next reviewed date	November 2028

Signed by:

Headteacher

Date: 24th November 2025

Chair of governors

Date: 24th November 2025

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Statement of intent

Parklands Educate Together Primary is committed to ensuring that all pupils, including those identified as gifted, talented or showing high learning potential, are provided with the opportunities, challenge and support they need to thrive. We believe that high ability can manifest in many ways — academic, artistic, social, physical or creative — and that every child deserves to have their talents recognised and nurtured within an inclusive, child-centred environment.

This policy outlines how the school identifies, supports and challenges pupils with advanced abilities, ensuring they have full access to a rich, stimulating curriculum and opportunities both within and beyond the classroom.

This policy must be adhered to by all staff, pupils, governors and parents.

1. Legal framework

This policy is informed by the following legislation and guidance:

- Education Act 1996
- Equality Act 2010
- SEND Code of Practice (2015)
- DfE guidance on “Stretch and Challenge”
- DfE “Excellence and Enjoyment” (gifted and talented provision principles)

2. Definitions

For the purposes of this policy:

- **Gifted** refers to pupils who demonstrate high ability or potential in academic subjects.
- **Talented** refers to pupils who demonstrate marked ability in practical, creative or expressive fields (e.g. art, music, drama, PE).
- **More Able** is used as an inclusive term to describe pupils whose attainment or potential is significantly above age-related expectations.

The school recognises that:

- Ability can be subject-specific or general.
- High potential may not always be reflected in current attainment.
- A child can be both gifted/talented and have SEND

3. Roles and responsibilities

Governing board

- Ensures the school fulfils its duty to stretch and challenge more able pupils.
- Oversees policy implementation and receives updates on provision.

Headteacher

- Ensures gifted and talented provision is embedded across the curriculum.
- Monitors the effectiveness of teaching and adaptation for high-attaining pupils.

Senior Leadership Team

- Coordinates identification, provision and monitoring of more able pupils.
- Supports staff with planning, resources and CPD.
- Monitors progress, attainment and engagement.

Teachers

- Use adaptive teaching to provide stretch, challenge and enrichment.
- Identify potential high ability pupils and inform SLT
- Provide regular opportunities for deeper learning, mastery and independent inquiry.

Parents and carers

- Support the extension of learning beyond school.
- Engage with school communication regarding their child's strengths and progress.

4. Curriculum

The school provides a curriculum that is ambitious, stimulating and enriching. Provision for gifted and talented pupils includes:

- Adaptive teaching providing stretch and depth
- Higher-order questioning
- Opportunities for independence, inquiry and problem-solving
- Mastery challenges
- Cross-curricular projects
- Enrichment events, such as Carol Concert, Dance Festival and bespoke events organised by external providers

Teachers will use ongoing assessment to ensure high ability pupils are progressing at an appropriate pace.

Opportunities exist for sports outside the curriculum, however current opportunities for Music are limited and this is identified as an area for development.

5. Identification

Gifted and Talented children are likely to show some of the following characteristics.

- Be achieving at 'Age Related expectations' higher than their current year group
- Be demonstrating accelerated progress towards age related expectations of their current year group.
- Learn easily and readily. Have a broad attention span that enables them to concentrate on and persevere in activities.
- Solving problems and pursuing interests.
- Have ability to produce effective work independently.

- Exhibit keen powers of observation.
- Show alertness and quick response to new ideas.
- Are competent readers.

6. Subject checklist

English

- Orally fluent – bright, sharp comments.
- Usually a love of reading – high reading and spelling scores. Can get to the heart of a piece of non-fiction writing.
- Writes using a wide and mature vocabulary.
- Can write for a variety of purposes, developing, organising and communicating ideas, stylistically aware.
- Conceptually in advance of majority of peers.
- Linguistic subtlety, mature reasoning, empathetic to adults more than peers.
- Writes with personal voice to a particular audience choosing precise vocabulary for effect.

Mathematics

- Tackles problems and doesn't give up – often skips, steps and uses unexpected methods.
- Looks for patterns from which to generalise.
- Doesn't go immediately to the teacher or friends for help.
- Can explain methods and reasoning.
- Uses symmetry of results to cut down on the work required.
- Makes connections between different areas of mathematics.
- Grasps content more quickly and at an earlier age than classmates.
- Enjoys, puzzles, games etc.
- Has mental facility with number.
- Can engage in high-level questioning
- Has the absolute mastery of the content
- Can investigate problems and justify answers

Science

- Shows enthusiasm and fascination for many things to do with science.
- Thinks logically.
- Enriched understanding/use of words/ vocabulary.
- Does more work that is requested from them (for fun).
- Has to know 'why'.
- Enjoys hypothesizing and investigating. Tries things out at home.
- Older pupils able to deal with complex concepts in abstract terms.
- High achievement in tests.
- Is keenly observant.
- Draws inferences and conclusions on their own.

History

- Has a breadth and depth of knowledge.
- Makes links between situations and understands how they relate to each other.
- Understands the concepts of change, chronology and evidence.
- Can extract relevant information from historical sources using it in a logical and structured framework.

Geography

- Understands the physical and human features of places.
- Selects information from resources.
- Shows interest and facility in acquiring skills – map reading, map making, compass reading etc.
- Grasps easily, geographical concepts like change and continuity, urban development.
- Performs at 2/3 National Curriculum levels beyond expectations.

Religious Education

- Quick to grasp the knowledge which identifies principal beliefs, practices, people, places and objects.
- Rapidly identify similarities and differences, both within and between religions.
- Perceives that the meanings of texts, religious language and symbols are multi-layered and

open to a variety of interpretation.

- Unwilling to accept authoritarian pronouncements without critical examination.
- Able to distinguish between opinion, belief and fact, recognising subjectivity.
- Develop their own views and commitments and argue cogently for these.

Art and Design

- Are at a more advanced 'developmental' stage. For example, they are able to make a good attempt at drawing what they can see when others draw a favourite object/person repeatedly.
- Use more appropriate materials – identify and select materials if given the opportunity.
- Use appropriate vocabulary to talk about their work and that of artists and designers.

Design Technology

- Has a curiosity to know how things work.
- Tries out different ways to find the best way to solve problems.
- Suggest, identify and select suitable materials for a purpose.
- Use appropriate vocabulary to talk about their work and that of designers.

Music

- Good aural ability, able to remember and sing or play melodies and clap back rhythmically – able to work out tunes by ear.
- High performance standard – usually because they have learned an instrument for many years.
- Develops composition skills – understanding of patterns and musical notation.
- Has sensitivity in playing and composing music which has feeling/emotion.

Physical Education

- Pupils good enough to be considered the 'best' in class, represent the school, district, county up to international standard.
- Pupils who gain high level awards from national governing bodies in a range of sports.

IT

- demonstrate IT capability significantly above that expected for their age

- transfer and apply IT skills and techniques confidently in new contexts
- initiate ideas and solve problems, use IT effectively and creatively, develop systems that meet personal needs and interests