

Allendale Primary School

Gifted and Talented Policy Statement



The 2005 White Paper, Higher Standards: Better Schools for All set out the Government's ambition that *"every pupil - gifted and talented, struggling or average - should have the right to personalized support to reach the limits of their capability. For gifted and talented pupils, this means better stretch and challenge in every classroom and in every school with opportunities to further their particular talents outside school at a local and national level."*

The Government definition of a gifted or talented child is:

"Gifted and talented children are those who have one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop these abilities)."

The term 'gifted and talented' is not to be understood as referring to the most able children in the national population. The term should be seen as relative and refers to the top 5% to 10% of any school, regardless of the ability profile of pupils at the school. (DfE Guidance).

At Allendale Primary School, staff recognise that all children have potential which should be nurtured and developed. We acknowledge that we have many children who are gifted and talented and that we have a duty to plan a broad, differentiated and enriched curriculum to cater for all needs. We are committed to working for quality and equality of opportunity for all children, not just those with identified needs, gifts or talents.

This policy statement is an integral part of our broader development of maximum inclusion of educational and wider opportunity for all pupils and states our commitment to providing an environment in which all pupils are enabled to realise their potential.

All children at Allendale Primary School deserve to have their needs fully catered for regardless of ability. We strive to know our children well enough to plan for their needs and encourage achievement and development of their talents.

How we achieve this in class:

Important strategies include

- Differentiated planning which caters for the needs of all learners.

- In collaborative tasks, carefully structured groupings, whether mixed ability or ability sets, to enable learners to support and challenge each other.
- Guided group work.
- Planning enrichment activities and themed days / weeks, where the children can develop their skills.
- The development of independent learning, where children are allowed to organize their own work and carry out research tasks.
- The opportunity to evaluate their own work and become self-critical learners.
- Intervention groups to challenge and stretch the most able.

Out of class activities:

The following are offered on a regular basis and, although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practise and extend their skills.

- Enrichment days
- Residential experiences
- School clubs
- Musical and performance experiences
- Summer shows
- Performance of talents at celebration assembly
- Specialist Sports coaching
- Theatre company Visits
- Real life author workshops
- Visits and visitors
- Extended Schools provision
- Art activities and projects

In addition to the above, the Headteacher will use discretion in granting permission for parents to take their children to music, dancing or sporting competitions or exams, within school time, in order to allow and encourage children to develop their talents.

In line with our ongoing assessment, opportunities will be taken throughout a child's school life to recognise and nurture their talent, demonstrating our commitment to enabling each child to achieve success and develop their true potential.

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