

St Lawrence C of E (Aided) Junior School

Able, Gifted and Talented Policy

	Reviewed	January 2026
	Next Review	January 2029

Rationale

At St Lawrence School we believe in providing high quality teaching for all our children which will enable them to develop a love of learning and reach their maximum potential.

We endeavour to create a safe, learning environment where our children will be encouraged to develop their academic, physical, spiritual and emotional capabilities.

Aims

At St Lawrence the staff aim to:

- Build the self-esteem of all children
- Enable every child to achieve their potential
- Ensure that all children, regardless of ethnicity, ability or gender, have access to a broad and balanced curriculum through the National Curriculum
- Foster respect for each other, themselves and other members of our school community
- Involve children in their own learning and assessment of their progress
- Ensure that the Headteacher and Governors have an overview of the provision made within school.

In order to meet the aims outlined above, the staff at St Lawrence will:

1. Identify those children who are able, gifted and talented in specific areas
2. Where possible, provide adapted and challenging work in this area
3. Offer opportunities which encourage a commitment to life-long learning, effective thinking skills and the ability to work in a team
4. Monitor and evaluate the children's progress.

Definition of able gifted and talented

'Able' pupils are those who demonstrate, in one or more areas, abilities which place them into the highest achieving 20% of our school population. Exceptionally Able refers to a small minority (up to 5%) of pupils.

'Gifted' refers to learners who perform, or who are potentially able to perform, extremely highly in one or more subjects in the statutory curriculum (other than art and design, music and PE).

'Talented' refers to learners who excel, or who are potentially able to excel, in one or more specific fields such as art, music, PE or performing arts, typically – the top 5-10% of pupils per school as measured by actual or potential achievement in the subjects of Art, Music and PE.

Within the school we recognise that able, gifted and talented pupils can be:

- good all-rounders
- high achievers in one area
- of high ability but have poor writing skills

We also recognise that those pupils who are able, gifted and talented do not always show their ability. Such pupils are able, gifted and talented even though their abilities may be hidden or remain as potential.

Identification of able, gifted and talented pupils

Able, gifted and talented students are identified by making a judgement based on an analysis of various sources of information including:

- Test scores (end of key stage levels; CAT scores; NVRQ scores)
- Teacher nomination (based on classroom observation, discussions with pupils, work scrutiny)
- Peer or self-nomination
- Parental nomination (based on factual evidence)
- Predicted test / examination results
- Reading ages

This information is collated by the class teachers and then shared during Pupil Progress meetings with the Inclusion Lead and the senior leadership team.

Meeting the children's' needs

All children are entitled to a broad and balanced curriculum, and at St Lawrence we aim to offer excellence and choice to all our children whatever their ability or need. The curriculum is adapted to enable children to enjoy their learning and experience success and achievement.

Teachers will use a range of strategies on the Quality First Teaching blueprint to meet the needs of all children, including the use of Memory Moments, Cold Calling, Whiteboards, challenge questions and the I do, We do, You do modelling structure. There will be continuing teacher assessment to inform the next stage of learning.

Important strategies include:

- The provision of opportunities for able, gifted and talented pupils to work with pupils of similar ability, for example during flexible groups.
- The provision of enrichment/extension activities and tasks
- Adaptation within subject areas
- The development of independent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical.

The following are offered, where possible, 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 practice and extend their skills.

- enrichment days
- school clubs
- musical and sporting activities

Staffing

Training for staff in the areas of identifying and supporting children who are able, gifted or talented will be carried out through professional development meetings led by the the Inclusion Lead, the senior leadership team or by another professional from an outside agency. Teachers are made aware of training courses which may enhance their teaching to meet the needs of all children.

Co-ordination and monitoring

The Inclusion Lead, alongside the senior leadership team, has overall responsibility for:

- ensuring that the policy is implemented
- co-ordinating the monitoring of progress of able, gifted and talented pupils
- ensuring that the professional development programme includes relevant aspects of able, gifted and talented provision

This policy will be reviewed by the Inclusion Lead in conjunction with the named governor for Inclusion.