

NEWTON INTERNATIONAL ACADEMY

SMASH



GIFTED AND TALENTED POLICY

POLICY REVIEWED

July 2025

POLICY TO BE REVIEWED

July 2026





Newton International Academy - Smash

أكاديمية نيوتن العالمية

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Primary NIA Smash

Policy for Gifted and Talented Pupils

"Meeting the educational needs of the gifted and talented is about building on good general school provision, not about providing something entirely different." Professor Deborah Eyre, 2001

Defining more able and talented:

NIA recognises more able and talented pupils as '*those children who are achieving, or have the potential to achieve, at a level above or substantially beyond the rest of their peer group*'

1. Rationale

- The school aims to develop the ability of each child in order to fulfil their potential.
- To recognise talented and more able children across the curriculum areas in Mathematics, English.
- To acknowledge that a pupil maybe talented in one area, or several areas.
- Our school aims to achieve early identification of talented children through both formative and summative assessment.
- Delivery of the policy recommendations will take place through classroom differentiation and club activities in school.
- Our school believes in a fully inclusive approach towards all aspects of education and the more able child should have suitable challenges to meet their developmental needs.

2. Statement of Intention

- Our school aims to provide differentiated and challenging activities, providing opportunities for pupils to identify and develop a unique profile of learning dispositions, gifts and talents whilst accessing a broad and balanced curriculum.
- Our school has a commitment to life learn learning and the development of key skills, the importance of collaborative learning opportunities is fully recognised along with the development of a range of communication skills. The use of higher order thinking skills and creative thinking are encouraged through everyday classroom practice.

- The school fully acknowledges the importance of involving all concerned parties in the planning and evaluation of progress. In particular, the role of the parent or carer is acknowledged and the involvement of the child is central.

3. Definitions

- When making reference to the gifted children – the school will use the terminology ‘gifted and talented.’
- The term ‘talented’ will refer to pupils capable of excelling in Mathematics and English. Truly talented pupils make about 2-5% of the school population. More able will refer to pupils who show a level of operation in a particular area, which is in the top 20% of their cohort.
- A child who is identified as talented could demonstrate a wide spectrum of human talents, not only academic, but multi-intelligences, including ‘trans-intellectual’ strengths, such as empathy, resourcefulness and resilience.
- Our school places an emphasis on creating opportunities for pupils to identify their gifts and talents and for abilities to flourish. This is accomplished through class differentiated activities and collaborative learning opportunities, in addition to testing.

4. Identification

- When identifying children with particular talents the school seeks to look at a high ability in one area, all-rounders, unusual abilities, the able yet disaffected.
- The school identifies talented children:
By providing a curriculum of opportunity; teacher observation; checklists of characteristics - generic and subject-specific; standardised test results; school based curriculum area assessments.
- The school recognises that some pupils may be underachieving according to their potential. These children will be identified by class teachers in collaboration with coordinators. Subsequently clear learning goals and targets will be set and progress monitored by class teachers.
- A register of children identified as talented or more able will be made.
- Teachers will refer to this list to inform planning and differentiated activities.

Considering assessment in the area in which the child is able or talented they should,

- show a passion for the subject/s and seek to pursue them
- master the rules of a domain easily and transfer their insights to new problems
- analyse their own behaviour and hence use a greater range of learning strategies than others (self-regulation)
- make connections between past and present learning
- work at a level beyond that expected for their years
- show intellectual maturity and enjoy engaging in depth with subject material
- actively and enthusiastically engage in debate and discussion on a particular subject
- produce original and creative responses to common problems.

5. Provision

- The needs of the more able will be met through class differentiation, clubs and development of higher order thinking skills.

- All children identified as gifted and talented will have smart targets which will be ambitious yet achievable. These targets will be written by the child under the guidance of the teacher. At all times the child will be encouraged to be aware of their progress and opportunities for developing the next step.
- Pupils identified as being talented will be supported and provided with opportunities to further develop their strengths.
- Pupils will be encouraged to analyse and evaluate their ideas and their work. Wherever possible lessons will include the opportunities for creative response and questioning skills will be promoted. The children will be encouraged to research and record their ideas in a variety of ways, where possible presentation will be individual and chosen by the pupil. Developing thinking skills through questioning and problem solving will be an integral part of all lessons.

Further support is offered by providing an effective learning environment including:

- Appropriate learning, providing enrichment, extension and enjoyment
- Teaching thinking and problem-solving, higher order skills, study skills, communication skills; teaching for range of learning styles
- Learning beyond the classroom, within and beyond the school, in the community
- Curriculum planning for provision across the subject areas and key skills requirements.

6. Continuity and Progression

- Transfer between classes will include the sharing of information between teachers and the transfer of pupil records.

7. Monitoring, Assessment and Evaluation

- Monitoring practice, assessing pupil progress and evaluating effectiveness is an ongoing part of school assessment across the curriculum areas.
- Pupil records will be used to monitor progress as the child passes through the school.
- Subject assessments will provide the opportunity to monitor progress.

The class teachers will provide the necessary differentiation in class, in all areas. Teachers will communicate with parents as needed. The class teachers will write, monitor and evaluate pupil targets with the child and parent/s. The Deputy Head of Primary - Academics will oversee that the policy is being delivered effectively and evidence is in place.

Process for Development and Review

- School Policy is reviewed annually- next review date August 2026