Hamp Nursery and Infants School

Gifted and Talented Policy 2026/27

Hamp Nursery and Infants School Policy for Gifted and Talented Children

Introduction

This policy promotes that Gifted and Talented children have particular educational needs that must be met to realise their full potential. This links with our school aims;

Happy healthy learners.
Aspiring and achieving together.
Motivated and making progress.
Prepared for life next steps.

Definitions

- **Gifted:** Children with abilities significantly above the expected standard for their age in one or more curriculum areas, particularly in English and/or Mathematics.
- **Talented:** Children who show outstanding natural ability in practical, creative, sporting or artistic fields.

Curriculum Intention

At Hamp Nursery and Infants School, we believe that every child is unique and has the potential to achieve success. Some children demonstrate abilities or talents significantly beyond their peers. This policy sets out how we identify, nurture and celebrate these children to ensure they are fully challenged and supported.

- Recognise and value a wide range of abilities, including academic, creative, sporting and leadership strengths.
- Provide opportunities that allow pupils to develop their gifts and talents within and beyond the classroom.
- Ensure equity of access so that children from all backgrounds can thrive.
- Work in partnership with parents and carers to support children's development.
- Promote curiosity, resilience, and enjoyment of learning.
- Offer a broad and balanced curriculum that enables every child to discover, develop and showcase their individual strengths.

Curriculum Implementation

In our school context, the children who will be identified as talented will be those showing ability in many areas of the curriculum including art, music or physical education. However, we try to include a broad range of children's capabilities on our register, such as questioning and contribution, rather than only identifying children in specific curriculum areas as this would not reflect our pupils' abilities.

It is important to recognise all talents, abilities and multiple intelligences rather than just academic strengths. We also need to be aware of any pupils who may be able but are

underachieving. To recognise pupils who will be on the gifted and talented register we need to provide a curriculum of opportunity. As we teach very young children it is important that we provide challenging experiences and identify potential, rather than rely on a single method of identification. Identification will be through teacher observation, ongoing assessments and subject specific tasks. Parents will be asked to give information about their child, including strengths and interests on entry to school. This will be in the form of an induction booklet, where parents can inform teachers of their children's interests and strengths. This can also take place during Parents meetings during the school year through discussions about the children's development and abilities.

Parents will be informed if their child is chosen to participate in an enrichment activity when time allows. The Gifted and Talented register is a flexible tool, children on the list will be monitored and children can be both added and removed during regular updates.

Speaking and Listening opportunities are a valuable way to identify and challenge Gifted and Talented pupils. We have pupils on our register purely for the contribution to activities after they have been given the chance to speak out, join in or ask questions, showing what they are capable of. Teachers will also use specific questioning to develop the children's thinking. Children's responses help teachers to continually monitor their understanding and ability.

As our children move through the school, effective provision is continually being made for all abilities. Work is differentiated for groups within each class and appropriate activities are provided to encourage development. The provision for Gifted and Talented pupils needs to be inclusive so that all children can benefit. The Early Years Foundation Stage and National Curriculum promotes the planning of stimulating, creative and challenging experiences to be provided, especially in Literacy, Mathematics and Science through exploration and investigation.

Broad and Balanced Curriculum:
- We provide a rich and varied curriculum across all areas of learning, including literacy, numeracy, the arts, physical education, and personal, social and emotional development.
- Cross-curricular opportunities enable children to apply their skills in different contexts and demonstrate creativity, leadership and problem-solving.
- Learning experiences are designed so all pupils have the chance to shine in their own areas of strength, whether academic, creative, practical or interpersonal.

In-class strategies:
- Differentiated tasks and open-ended questioning.
- Opportunities for independent and collaborative problem-solving.
- Extension activities that go beyond age-related expectations.
- Encouragement of higher-order thinking skills.
- Planned observation opportunities in the Early Years, ensuring practitioners provide challenging experiences during play and build on children's natural curiosity and strengths.

Beyond the classroom:
- Enrichment activities such as clubs, performances, sporting events, and creative showcases.
- Enrichment Days, where pupils can experience themed, immersive learning opportunities that extend beyond the curriculum (e.g., STEM days, creative arts days, visiting workshops, or enterprise projects). These events are designed to challenge, inspire and broaden horizons.
- Links with external organisations, competitions or community opportunities when appropriate.
- Opportunities for leadership, mentoring younger pupils, or representing the school.

Support for Staff
- Plan effectively for stretch and challenge.
- Use assessment data and observational evidence to inform provision.
- Recognise a wide range of abilities, including less obvious or non-academic talents.

Partnership with Parents/Carers
- Share information about their child's strengths and progress.
- Provide ideas and resources to support learning at home.
- Involve parents in enrichment opportunities and celebrations of achievement.

Monitoring and Evaluation
- The Inclusion Lead will keep a register of identified gifted and talented pupils.
- Class teachers and Early Years practitioners will monitor progress and provision for these children.
- The Senior Leadership Team will review the effectiveness of provision annually.
- Pupil voice will be sought to evaluate the impact on children's motivation and enjoyment.

Curriculum Impact

Class Teachers will identify pupils that they consider to be particularly able; gifted and talented in their class. They will inform this information on to the Gifted and Talented Coordinator. A register will be formulated of the Gifted and Talented children; this is a working document and will be updated as needed.

We use a range of strategies to identify gifted and talented pupils:
- Early Years Practitioner Observations, which capture children's emerging skills, strengths, and interests in play-based and child-initiated contexts.
- Teacher observation and assessment in formal and informal learning.
- Early Years Foundation Stage (EYFS) and Key Stage 1 data and records.
- Evidence of exceptional skills, creativity or problem-solving.
- Input from parents/carers and other professionals.
- Discussions with pupils about their interests and passions.

Each year the class teacher will provide a list of areas of strengths for each child, which is used when planning enrichment activities. Identification is ongoing and reviewed regularly to ensure no child is overlooked.

Information on the progress of Gifted and Talented children will be discussed with class teachers. Examples of children's work, assessments, and annual reports will aid smooth transition from one class to another. Teachers will inform the next year group class teacher of the children's strengths to enable them to plan opportunities for extending the children's learning.

Staff responsible for liaison between Hamp Nursery and Infants School and Hamp Academy School will discuss Gifted and Talented pupils as part of the transfer. This is the opportunity to talk about the children and their achievements and needs.

During meetings with teachers from other schools in the local area, there is an opportunity to share good ideas for enrichment activities.

The coordinator for Gifted and Talented children will ensure that the children are having the opportunity to extend their knowledge and understanding through higher order thinking.

SEND

At Hamp Nursery and Infants School, we recognise that all pupils are entitled to high quality provision that enables them to achieve their potential across all subjects. We believe in positive interventions, removing barriers to learning and raising expectations and levels of achievement in order to provide a positive educational experience for all our pupils. All pupils follow the Early Years and National Curriculum at a level, pace and challenge that is appropriate to their abilities.
High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEN. In the whole-class work and small-group work, teachers and teaching assistants will involve and support all pupils by differentiated questioning; by demonstrating skills in action and by reinforcing key points. Some children may receive pre-tutoring or may work in a small groups. In group time, additional needs will be addressed through tailored work in ability groups and the use of support staff, to consolidate key points. Where applicable, children who have been identified as having an individual or specific need will have a Pupil Passport and provision map with identified SEN support and short-term targets.

EAL

At Hamp Nursery and Infant School, we are committed to ensuring that every child succeeds and reaches their full potential, irrespective of the barriers to learning that they may face. We are dedicated to raising the achievement and attainment of pupils with EAL, enabling them to maximise their progress and attainment within a positive, nurturing, secure and safe learning environment. Through quality first teaching based on experiences and talk, we aim to meet the language needs of our learners. Through effective planning, organisation, teaching and assessment procedures and the use of resources and strategies, we aim to meet the needs of pupils who have English as an Additional Language (EAL). Our goal is to promote language awareness and raise pupil attainment, progress and achievement.

Diversity and Equality

At Hamp Nursery and Infants School, we are committed to ensuring that all our children have equal opportunity to access all subjects at a level appropriate for their development and ability, regardless of race, gender identity, disability, religion or belief, sexual orientation, or socio-economic background. We designed the curriculum to be flexible in order to ensure that all children make good progress and achieve success. We teach our children what it means to be part of a diverse society and the importance of inclusion and equality, this is interwoven through our curriculum and promoted across all subject areas. All staff have an inclusive attitude and uphold this in their teaching ensuring all children are valued, represented and treated fairly. The SENDCO and EAL coordinator and Gifted and Talented coordinator provide additional support both within and out of the classroom setting.

Online safety

We recognise that the use of computing technology can enhance the teaching and learning of Gifted and Talented pupils therefore we must acknowledge the need for online safety.
At Nursery & Hamp Infant School, we have a whole school approach to online safety. As part of a broad and balanced curriculum, we have ensured that this is fully embedded and incorporated through all subjects and all aspects of school life.

Equal Opportunities

We are committed to ensuring that gifted and talented provision is inclusive. Identification and opportunities will be fair, transparent and mindful of children with additional needs, children from disadvantaged backgrounds, and those learning English as an additional language.

Written by: Mrs Michelle Foord – Autumn Term 2025
Updated by: Mrs Kayleigh Barker – Autumn Term 2026

Approved by: Head _____
Approved by Chair of Governors _____
Review Date: Autumn 2027 or in line with any statutory changes.