COWORTH FLEXLANDS
Prep School & Nursery
Inspiring Minds, Nurturing Spirit

Gifted and Talented

1. Policy Statement

Coworth Flexlands School is dedicated to educating the whole child within a caring community where the child's individual talents are encouraged. The ethos of our school is built upon a successful history, as well as aspiration and energy for the future. Our aim is to provide an education that will enable our pupils to develop into fulfilled, happy and successful individuals that take skills with them that last a lifetime. Our school places the pupil at its heart and we aim to Inspire Minds and Nurture Spirit.

Our school is rooted in a Christian tradition, however, we welcome children of all faiths and none. The school reflects a positive, happy, family atmosphere and is a busy and thriving community where friendliness and enthusiasm are evident amongst staff, parents and children alike.

Coworth Flexlands School is committed to providing an environment which encourages all pupils to maximise their potential and to provide a curriculum in which all pupils have the opportunity to learn and to make progress, including the most able. We seek to grow giftedness and talent in all our pupils. The school will identify children who have one or more abilities developed to a level significantly ahead of their year group or children with potential to develop these abilities.

The curriculum provides effective opportunities for all pupils, including the most able, to learn and make progress.

This policy applies to all members of our school community, including those in our EYFS setting. In line with our Provision of Information Policy, this document is available to all interested parties on our website and on request from the main school office and should be read in conjunction with the following school documents:

- Curriculum Policy
- Assessment, Recording and Reporting Policy
- SEND Policy
- EAL Policy
- Teaching and Learning Policy
- Equal Opportunities Policy
- Co-Curricular Programme

Coworth Flexlands School is fully committed to ensuring that the appliance of the Gifted and Talented Policy is non-discriminatory, in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document. Coworth Flexlands School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

This policy has been written with reference to:

- The Education (Independent School Standards) Regulations 2014
- The NACE Challenge Framework
- The Equality Act 2010
- The EYFS Statutory Framework 2026
- Coworth Flexlands Curriculum Policy
- United Learning Framework for Excellence

This document is reviewed annually by the Director of Studies, Claire Glover.

2. Key Personnel

Whilst all staff have a responsibility to recognise and highlight gifted and talented pupils, key personnel to ensure quality provision will include the Director of Studies, Head of EYFS, the Headteacher and Heads of Department. This will be coordinated and led by the Director of Studies.

3. Procedures

Definition

In line with relevant guidance from the Department for Education and NACE (National Association for Able Children in Education), Coworth Flexlands School identifies a more able pupil as a learner who:

- achieves significantly above age-related expectations; or
- demonstrates the potential to achieve at a higher level than most of their peers, even where this is not yet consistently reflected in attainment; and
- may demonstrate advanced academic, creative, practical, social, artistic, musical, physical or leadership abilities.

This definition includes:

- pupils already attaining highly;
- pupils with high potential who may be underachieving;
- pupils with dual or multiple exceptionality (high ability alongside SEND);
- pupils whose strengths may not be reflected solely through academic attainment.

A talented pupil will demonstrate consistently higher levels of performance than expected for their age in one or more of these areas:

- Physical talent
- Academic performance
- Visual/performing abilities
- Mechanical and practical skills
- Outstanding leadership and social awareness
- Creativity

Our aim as a school is to treat the children as individuals, so we do not put a limiting factor on the number of children that we might consider gifted and/or talented.

Identification

A gifted or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- Teacher nomination based on professional opinion
- Assessment tests
- Self-nomination through the demonstration of extended skills
- Parental information regarding pursuits outside school

It is important to remember that gifted pupils can be:

- Good all-rounders
- High achievers in one area only
- High ability but lacking motivation
- Have good verbal skills but poor writing skills
- Have a short attention span but still be very able
- Able but have poor social skills
- Unassuming and unaware of their own ability

Talented pupils will regularly demonstrate their skills through such things as:

- Asking deeper questions than their peers
- Performing to an exceptional standard
- Being self-motivated to extend their activities outside the classroom

- Doing extension and research activities outside school

The School recognises that some highly able pupils may underachieve due to barriers such as SEND, anxiety, perfectionism, low confidence or other factors. Such pupils will be monitored carefully and supported appropriately.

Monitoring and Identification

Pupils identified as More Able, Gifted or Talented will be recorded on iSAMS and made visible to teaching staff through the school's information management systems.

Identification will be reviewed regularly through:

- assessment outcomes;
- pupil progress meetings;
- teacher nomination;
- subject leader review;
- parental information;
- co-curricular achievement.

Inclusion on the register is reviewed periodically and may change as pupils develop.

Provision

Provision will be through the curriculum; through adaptive teaching; enrichment and extension; investigative opportunities; opportunities to demonstrate talent; assessment opportunities and extra-curricular activities.

We aim to:

- Maintain an ethos where academic achievement is celebrated
- Encourage all pupils to be independent learners
- Recognise achievement
- Provide work at an appropriate level
- Challenge gifted and talented pupils to extend their knowledge and application

More able learners may be supported through:

- adaptive teaching;
- greater depth questioning;
- independent enquiry;
- open-ended tasks;
- extension activities;
- leadership opportunities;
- opportunities to work beyond age-related expectations.

Coworth Flexlands will encourage all pupils to achieve their potential in all areas.

Provision beyond the Curriculum

Opportunities may include:

- music tuition;
- drama and LAMDA;
- sport and squad training;
- leadership roles;
- educational visits;
- Forest School;

- performances;
- clubs;
- scholarship preparation;
- extension projects.

Monitoring and Governance

The Director of Studies will review provision for more able pupils regularly and report on trends, provision and outcomes as appropriate.

The Local Governing Body receives information regarding the effectiveness of provision for More Able, Gifted and Talented pupils as part of its oversight of curriculum quality and pupil outcomes.

Document Log

Reviewed by	Claire Glover
Role	Director of Studies
Review schedule	Annually
Date Authorised	October 2026
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