

**Sept 2016**

## **Policy: Able, Gifted and Talented Policy**

### **Introduction**

This policy sets out the aims, principles, strategies and provision for children who are able, gifted and talented at Brighton and Hove Prep. We recognise that some children are able, gifted and talented in certain areas. As a school we aim to recognise these children within our classes and give them challenges which extend them with in lessons and across the wider curriculum.

### **Aims**

We are committed to providing an environment which encourages all pupils to maximise their potential and this included pupils who are able or display a gift or talent.

### **Principles**

We recognise that all children have individual needs. Many of these can be met within the normal environment of the classroom through differentiated schemes of work. However, a few children require additional support to extend their thinking and maximise their full learning potential. In our school we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning to enable each child to reach for the highest level of personal achievement.

### **BHP Definition**

We have agreed a definition of gifted and talented pupils in line with DfES EIC guidance that incorporates the following...

- 'Gifted and Able' pupils are defined as those who exhibit superior academic performance in one or more curriculum subject. An 'Able' pupil may be defined as one who achieves, or has the ability to achieve, at a level significantly higher than her peer groups in the school.
- 'Talented' pupils are defined as those who exhibit enhanced creative talents in sport or through musical or artistic abilities. They have a specific ability in a non-academic area; physical talent, performing ability, outstanding leadership, creativity, social awareness.

*It is likely to involve between 5 – 10% of each year group.*

### **Identification, Assessment and Review**

Before identifying any child as 'able', 'gifted' or 'talented' in a particular area, we aim to ensure that all children have the opportunity to learn and succeed. Our judgement will apply to the current

cohort f, school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'.

We will utilise a range of identification tools and will use both quantitative hard data evidence and a wide range of qualitative information.

We will identify through the following procedures:

1. Identification through standardised baseline data (quantitative)
2. Identification through subject teacher / department (quantitative and qualitative)
3. Nomination by parents / guardians (qualitative and quantitative)

The Gifted and Talented Coordinator will be responsible for producing and updating the register and for communicating the names of pupils on the register to teachers and parents / guardians.

Our identification processes will be reviewed regularly and pupil performance will be monitored appropriately.

There will be two formal opportunities every academic year in September and March when Class, subject teachers together with GT coordinator will review the names on the register.

### **Provision**

In terms of provision for able, gifted and talented pupils, enabling all students to reach their full potential will encompass recognizing, nurturing, rewarding and celebrating both potential and developed talents and aptitudes, and, in turn, offering opportunities for pupils to use these to contribute to the community.

Our approach is essentially holistic – provision to develop and extend talents and aptitudes is placed in the context of the development of the 'whole child', whose wellbeing and sense of personal fulfilment are as important as, and integral to, stretch and challenge. Pastoral support for gifted and talented pupils therefore sits alongside academic support.

Providing for the full range of ability is a whole school issue: just as we believe that all teachers are teachers of special needs, all teachers are teachers of the more able. All staff have a recognized part to play in providing an environment in which the more able thrive, enhancing and enriching all aspects of learning.

Such a classroom environment is characterized by:

- An ethos in which learning is valued for its own sake;
- Stimulating content which motivates students;
- Varied teaching methods which cater for different learning styles;
- An emphasis upon higher order thinking skills and learning about learning;
- Opportunities for risk taking and independent learning;
- High expectations;
- The challenge to extend learning beyond the classroom, and the encouragement to engage with the wider learning community beyond the school gates.

Pupils are known as individuals, and the school provides them with an experience, both inside and outside the classroom, which is tailored to their unique learning profile. This ethos is an inclusive one: all pupils benefit from challenge, variety and open ended tasks, and every child has areas of

relative personal strength that should be nurtured. The aim is to enrich and enhance learning rather than provide 'bolt on' or extension activities for the few, which can prove divisive and demotivating.

In the same way, whilst many optional activities offered by the school may be of particular interest and benefit to the more able, e.g. cultural clubs, challenges and competitions, they are not restricted to specific individuals.

### ***Classroom provision:***

The following teaching styles and approaches are some of those often associated with provision for the more able – and in fact with raising standards across the ability spectrum.

- Encouraging making connections – drawing on cross-curricular links and actively encouraging students to relate learning to prior knowledge/experience;
- Exploration & enquiry – creating as many opportunities for open-ended learning as possible – avoiding over-reliance on pre-determined learning outcomes;
- Deepening / broadening / accelerating content;
- Creating extended learning sessions, placing specific emphasis on creativity, thinking skills and problem solving within curriculum planning;
- Questioning techniques – promoting higher order thinking;
- Getting pupils to ask as well as answer questions – developing opportunities for independent learning, creating a 'Community of Enquiry';
- Varying teaching approaches to appeal to different learning styles;
- Peer and self-assessment (including getting students to devise their own assessment criteria);
- Co-construction of knowledge / the curriculum – encouraging students to play an active role in planning for their own future learning;
- Individualised target-setting – encouraging students to be actively involved in establishing their own targets for further development;
- Making specific reference to opportunities for extending learning in planning and schemes of work.

### **Enhancement and Enrichment:**

- Developing deeper cross-curricular links within subject planning which students can explore.
- Junior school drawing on senior school subject expertise through the curriculum leaders' meetings;
- Think pieces/puzzles etc. on display boards;
- Thinking skills challenges e.g. during registration, around the school...
- Talks / speaker programmes Clubs – e.g. debating, creative writing, etc.;
- Challenges / competitions – national Maths challenges, GDST prizes, science Olympiads etc.
- Training in soft skills, e.g. enterprise, leadership skills, commercial awareness

### **Monitoring provision**

Pupil progress and welfare is best monitored via the class teacher. The G&T Coordinator can however keep an overview of involvement in specific activities, provide advice and intervene if felt to be appropriate.

Pupil 'records of achievement' can be used to record involvement and achievement in G&T activities. In the future this material could be incorporated into a student's e-portfolio.

Reviewed by Jenny Blacker Sept 2016