

More Able, Gifted and Talented Policy

Policy number	PS022 / ISI 02a
Applies to	Prep School
Endorsed by	Headmaster
Responsibility	Headmaster
Date reviewed	February 2020
Next review	March 2021

Rationale

Our strategic document states that one of our aims as "Realising his academic potential"

One of the ways we do this is by "providing the conditions and structures for boys of a range of abilities and backgrounds to excel"

In addressing this aim, Bedford Preparatory School is committed to providing a learning environment where all pupils receive the support and challenge necessary to help them to develop their full potential. The needs of More Able, Gifted and Talented pupils are acknowledged as part of our overall inclusion policy. We recognise the importance of identifying a wide range of abilities and talents, and of providing opportunities to nurture them. In addition we are committed to developing pupils' social and emotional skills as essential elements in the development of the whole person.

Aims

- To use a broad range of qualitative and quantitative data to identify our most able pupils.
- To build on existing systems of monitoring and evaluation to track the progress of these pupils.
- To recognise those pupils who may have the potential but currently underachieve.
- To ensure that all staff receive appropriate support and training in identifying and providing for More Able, Gifted and Talented pupils.
- To provide an education which is appropriate to the abilities and needs of More Able, Gifted and Talented children.
- To provide support and challenge in the classroom, within an ethos of high expectations and across the broad curriculum of the school.
- To provide opportunities for working at higher cognitive levels.
- To ensure that where necessary, individuals receive academic or pastoral support to overcome identified barriers to learning.
- To develop strategies for able pupils with the knowledge that this will also benefit all children and enhance learning in the whole school
- To provide a range of additional opportunities to develop the experiences of our most able pupils.
- To work with parents to help pupils achieve their potential and to be ambitious.

Definition

At Bedford Preparatory School, we choose to use the definitions "More Able" and "Gifted and Talented"

More Able

Pupils who perform consistently at the top of the year group in an academic subject. Each subject area will have their own criteria for identification of More Able pupils. Generally the top 10% of the year group in a particular subject area will be classed as More Able.

Talented

Pupils who show a talent or promise in a creative or sporting area: Music, DT, Art, DT and ICT. These subject areas have their own criteria for identification.

Gifted

Pupils whose underlying ability data (CAT, MIDYIS etc) puts them in the top 5% of the year group.

The DCSF use the definitions **Gifted** for the academically most able and **Talented** for those whose expertise lies in areas such as Drama, Music, Sport or Art etc. The DCSF guidelines are that these should be in the proportion 2/3 Gifted to 1/3 Talented.

In defining More Able, Gifted & Talented pupils, the following should be considered:

- A pupil may demonstrate high ability over many areas of the curriculum. Equally a pupil may be considered More Able or Talented in only one area.
- More Able, Gifted and Talented pupils may underachieve if they are not presented with appropriate opportunities, do not work within a curriculum that promotes creativity and enjoyment, do not benefit from teacher recognition and encouragement or do not enjoy positive peer recognition.
- More Able, Gifted and Talented pupils may not wish to be identified as such by their peers or adults.
- Motivation of pupils may be limited by their wish to avoid peer pressure of all kinds and they may choose to 'coast' through the curriculum.
- More Able, Gifted and Talented pupils may have Specific Learning Difficulties, emotional or behavioural difficulties which may mask their gifts or talents.

Identification of More Able and Talented Pupils

Such pupils should be identified by:

- Professional judgement by subject teachers, specialist Music teachers, Sports teachers or coaches
- Shared knowledge and experience of individual pupils

- Information from other sources including parents, pupil records, Education Psychologists tests and reports (if appropriate) and talents shown in extra-curricular or out of school clubs

Within the knowledge that:

- The identification process is rigorous, transparent, fair and inclusive
- Pupils talents can be recognised at any time or in any area of school life
- Identification is an ongoing process and subject to continuous review
- Under-achieving More Able, Gifted and Talented pupils also need to be identified

The main methods of identification are:

- Testing, formally or informally, MIDYIS, CATs etc.
- Tracking
- Nomination by teachers, parents and peers
- Providing pupils with opportunities in which to succeed, from which it should become clear if pupils, have or not, notable ability.

Subject teachers and Heads of Department are responsible for the identification of More Able and Talented pupils, supported by documentation and guidance from the Enrichment Co-ordinator.

Enrichment Co-ordinator

The job description of the Enrichment Co-ordinator is as follows:

- To ascertain the professional development needs of staff and work with the Headmaster in providing appropriate support
- To draw up the School Policy for More Able, Gifted and Talented pupils
- To assist subject co-ordinators to take account of the needs of Gifted and Talented pupils
- To assist Heads of Department in providing resources for such pupils
- To ensure identification processes are in place throughout the school and are used to maintain a register of More Able, Gifted and Talented pupils
- To advise on appropriate target setting for such pupils
- To promote extra-curricular activities and involvement in the wider community for such pupils

- To ensure that the appropriate records are kept passed on to the next phase of education
- To ensure that parents are kept fully informed about the progress of their Gifted and Talented children
- To review educational literature related to Gifted and Talented children and bring this to the attention of the staff

Head of Department's Responsibility

- Where possible, to provide a range of resources for More Able, Gifted and Talented pupils in their curriculum area
- To ensure the needs and provision for the More Able, Gifted or Talented pupils in their curriculum area is stated in their policy or scheme of work
- To monitor the achievements of More Able, Gifted and Talented pupils in their curriculum area

Subject Teacher's Responsibility

- To provide suitably differentiated short term planning
- To identify in their planning appropriate opportunities for enrichment and extension
- To plan opportunities for the development of different learning styles within the classroom
- To identify children who are More Able or Talented and inform the HOD and Enrichment Co-ordinator
- To involve pupils in target setting and self-assessment procedures to give them increased responsibility for their learning
- To contribute appropriate items to the Enrichment website for the benefit of pupils or staff

Provision for More Able, Gifted and Talented Pupils

General Provision

This is carefully matched to individual assessment needs and potential and coupled with realistic expectations of progress and the anticipated outcomes. Tasks provided should be more advanced, open-ended and flexible than for average pupils and thus offer an extended, enriched curriculum. Within each subject, opportunities are also provided within the classroom:

Enrichment

- Pupils are given experiences to broaden horizons and to supplement and enrich the normal curriculum
- The enrichment task is not simply repetition of previous activities

Extension

- In extension work the student moves to higher order skills; for example from knowledge to comprehension and application, from analysis to synthesis and finally to evaluation

Extra-Curricular Provision

Where appropriate this aims to:

- Provide the enrichment and extension needed across curriculum areas
- Highlight awareness amongst staff for the need to provide challenging work for More Able, Gifted and Talented pupils
- Provide an opportunity to enhance pupils' independence in learning
- Provide situations to develop skills and acquire new ones
- Promote individual learning programmes as appropriate to the needs of the pupil - this may include withdrawal from the main class
- Inform pupils and parents of external opportunities that would be of benefit and interest
- Liaise with the Upper School and other agencies to provide further opportunities for More Able, Gifted and Talented pupils
- Use specific assessment for inclusion and participation in the wider community's provision for Gifted and Talented pupils

Conclusion

The success of the policy will impact on the School's ethos. At Bedford Prep School we want all our pupils to strive to achieve their full potential. We also want our staff to feel confidence in offering appropriate levels of challenge our most able. We will measure success by both academic performance and an increase in the confidence and independence of our learners.