



Glendower Preparatory School

Able, Gifted and Talented Policy

2018-2020

Reviewed July 2018
Next Review: June 2020

ABLE, GIFTED AND TALENTED POLICY

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In discussion with: SLT

To be reviewed in: March 2020, when a further review will be carried out by the governing body.

Approved and ratified by the Governors after being supplied with the school's curriculum policies and procedures and reviewing the efficiency with which the related duties have been discharged.

This policy also provides for those children in the EYFS.

This policy should be read in conjunction with the school's following policies:

Curriculum Policy

SEND Policy

Subject Policies

Glendower Prep School ABLE, GIFTED AND TALENTED POLICY

Introduction and Rationale

This document is a statement of the aims, principles and strategies for provision for the able, gifted and talented child at Glendower Prep School.

Glendower Prep School is committed to providing an environment which encourages all pupils to maximise their potential.

The gifted and talented policy, although aimed specifically at the more able, gifted and talented, is intended to be inclusive in its nature and is therefore consciously aimed at *raising achievement throughout the school as well as meeting the needs of the most able and those who are gifted and talented.*

Provision for the able, gifted and talented is the *responsibility of all members of staff* at Glendower Prep; in recognising, stimulating and challenging our more able and gifted and talented students we also aim to raise the achievement of all children within the school.

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 recognised part to play in providing an environment in which the more able thrive, enhancing and enriching all aspects of learning.

General definition of 'gifted and talented' pupils

The drawback of a narrow definition is that it tends to be exclusive. *Renzulli* opts for the broadest definition. He says '*Gifted behaviours may occur in certain people at certain times under certain conditions.*'

This all-encompassing definition reminds us of the need to recognise, encourage and nurture little sparks or moments of high ability in children who, at a given time, may not be considered to be gifted and talented. It also reminds us of the importance and necessity to provide a broad curriculum, where all different types of intelligences can be recognised in pupils. We work on the belief that 'everyone is good at something,' and it is the responsibility of all staff at Glendower, to reveal, develop and nurture each individual's gift, talent or strength. Recognition of a gift or talent from a young age helps to motivate and focus children, and, crucially, build confidence.

A gifted and talented pupil is generally accepted to be one who demonstrates a significantly higher level of ability than most pupils of the same age in one or more of the curriculum areas or in any of the following:

- *Physical talent*
- *Artistic talent*
- *Mechanical ingenuity*
- *Leadership*
- *High intelligence*
- *Creativity*

(Eric Ogilvie, 1973)

It is worth remembering that gifted and talented pupils can be:

- *Good all rounders*
- *High achievers in one or more areas*
- *Of high ability but with low motivation*
- *Of good verbal ability but poor writing skills*
- *Very able with short attention span*
- *Very able with poor social skills*
- *Keen to disguise their abilities*

(Deborah Eyre, 1993)

Recognising the difference between 'gifted' and 'talented.'

'Able' and 'Gifted' refers to those children with strong intellectual and academic abilities.

'Talented' refers to a child who excels in specific areas, for example, Music, Art, Design, Dance, Drama and Sport.

What sets able, gifted and talented children apart from other students in a classroom?

It is primarily the ability to absorb abstract concepts, organise them more effectively, and apply them more appropriately.

Pupils of high ability may:

- Be well ahead of their peers in the basic skills of speaking, writing and handling numbers
- Be able to concentrate for long periods of time on material which interests them
- have retentive memory
- think quickly and approach problems flexibly
- use abstract ideas at an early age
- enjoy complexity
- show signs of poor behaviour, perhaps due to boredom
- be self-critical and critical of others
- have an unusual or highly developed sense of humour
- show exceptional proficiency in creative, artistic, musical or physical activities.

Policy for identification of able, gifted and talented pupils

An able pupil will be identified through teacher assessment and judgement. This professional assessment will be carried out through:

- Analysis of information from previous school or nursery
- Discussion of pupils with colleagues
- Discussion with the child
- Ongoing assessment using open/differentiated tasks
- Observation during lessons
- Records of their test results
- Collation of evidence (pupils' work)
- CATs and PIPs results

A balance of qualitative and quantitative assessment is used.

At Glendower, a significant percentage of pupils fall within the above average range relative to national scores. We have therefore identified able and gifted pupils as those with a score of 130 and above, in each of the CATs taken. This is reviewed annually by the curriculum coordinators.

Provision for pupils:

In the classroom:

- Staff seek to promote a spirit of enquiry in the classroom. This includes opportunities for students to engage in higher-order thinking skills, applied and critical thinking. Overall, we aim to actually teach ‘thinking and learning skills.’
- Within the curriculum we use a variety of strategies to deliver lesson content, to suit different learning styles. Teachers focus on appropriate questioning to promote thinking at the highest level. Teachers adopt strategies that actually teach ‘thinking and learning’ skills.
- Teachers try not to clutter children with too much instruction- letting them think for themselves. Teachers act as a facilitator rather than being the expert, helping them to discover the information.
- Where appropriate, we give children ample thinking time for greater reflection, consideration of difficult questions, exploration of diverse viewpoints and to formulate opinions.
- In addition to adequate differentiation, we build in extra extension activities, where appropriate across the curriculum. We consider Bloom’s Revised Taxonomy in the planning process, ensuring that we are challenging girls at all levels, when appropriate.
- We make every effort to regard curriculum guidelines as building blocks from which to explore rather than as strait jackets to restrict.
- We set ‘open’ tasks when appropriate, giving children a degree of choice and ownership in a particular activity or task. For example, annual ‘Take One Picture’ project.
- Teachers organise varied and flexible pupil groupings, sometimes allowing more able pupils to work together, sometimes allowing them to take particular roles in mixed ability groups.
- We provide pupils with opportunities to study subjects other than those normally encountered in school, particularly in areas where pupils may be gifted and talented. E.g. Pupils learn Mandarin from Year 4 and can take public examinations in the language.
- At the end of a topic, girls fill in a learning log in to encourage them to reflect on what they have learnt.

Outside the classroom:

- We give girls opportunities to widen their horizons and give opportunities for developing new interests by providing a wide range of 'in school' and 'after school' clubs. The clubs, particularly sport related ones, also give gifted and talented pupils the opportunity to compete London-wide or, on occasion, nationwide. E.g. QuizClub – national General Knowledge competition.

Some examples of Clubs run at Glendower Prep:

Literacy/Speaking and Listening/Public Speaking

Purple Pages – school newspaper writing
Chelsea Young Writers club
'Debate Mate'

Maths

Thinking Skills club

Science/Engineering

Mini Engineers – 'Our wonderful Planet'
'Build a computer' club

Languages

Mandarin
Spanish club
French Drama club

Sport

Netball club
Swim squad
Ballet

Music

Choir
Chamber Choir (more talented musicians)
Instrument ensemble
Musical Theatre and dance club
Recorder groups
Accompanied soloists

Other

Arts and Crafts club

Chess club

Bridge club

- We give girls the opportunity to complete independent projects to develop their creativity and logical and lateral thinking, by allowing them to explore a special area of interest related to the topic being studied. For example, **Take Away homework projects**, organising Science Fairs, **maths competitions with other schools**.
- We take part in the National Gallery's annual 'Take One Picture' project which promote the visual arts within education. It acts as a vehicle for raising pupils' self-esteem. It enables pupils to make meaningful connections with arts and heritage and promotes learning outside the classroom as a means of enhancing learning within the classroom. It promotes student-led learning and creative and critical thinking.

Management strategies for 'More able, Gifted and Talented' or 'Enrichment and Extension' provision.

One teacher/leader co-ordinates the provision and practice within the school for Enrichment and extension/Gifted and Talented.

The coordinator's role includes:

- Managing staff to identify able, gifted and talented pupils within the school.
- Creating lists of the most able, gifted and talented children and regularly monitoring them.
- Monitoring CATs and PIPs scores to identify high performing students.
- Working collaboratively with teachers across the whole school to develop and implement curriculum initiatives which enrich the learning experience for pupils in the classroom and beyond - stimulating their imagination and curiosity and helping them to develop their critical thinking skills, using a holistic approach across the curriculum.
For example, upper school staff inset training sessions with a focus on 'critical thinking and active learning.'
- Monitoring teachers' planning and carrying out lesson observations to ensure suitable tasks and activities are being set to challenge pupils appropriately.

- Monitoring the progress of more able, gifted and talented children through ongoing discussions with teachers and pupils. This may involve discussions with certain pupils about whether they feel suitably challenged in class and asking them for feedback as to what might improve their learning experiences.
- Working with the Headmistress, Deputy Head and Subject Co-ordinators to develop resources to support in the preparation of girls sitting for Scholarship exams in Year 6. For example, the Heads of Maths, English, Science and Humanities worked collaboratively with Head of Enrichment and senior management to put together a discussion group to focus and support pupils leading up to their exams.
- Working collaboratively with subject specialist staff to ensure provision of an enriching, varied post 11+ programme.
- Organising 'whole school' events which stimulate and challenge all pupils, but particularly those who are able, gifted and talented in specific subjects.
- Monitoring the policy every two years. The monitoring includes feedback from teachers and children, as well as regular classroom observations of teaching and learning, and regular evaluation of children's work. The subject coordinator collects samples of work from more able and most able children, in order to demonstrate the standards they are achieving. We use these to assist with the process of identification of more able and very able children.