

Able, Gifted and Talented Policy

This policy sets out the school's expectations for classroom practice and the responsibilities of different staff in contributing to an outstanding learning environment. It should be read in conjunction with the following policies and documents:

School's Aims	School Development and Action Plans
Early Years Policy	Inclusion Policy
Subject Specific Policies	
<ul style="list-style-type: none"> • The DfES Standards Site - Government policy and information on identification http://www.standards.dfes.gov.uk/giftedandtalented/ • G&T WISE website on teachernet - support and tools for educators of gifted and talented children. http://www2.teachernet.gov.uk/gat/ • The National Academy for Gifted and Talented Youth - information about the Student Academy, access to research relating to gifted and talented education, CPD resources. http://www.nagty.ac.uk/ • Creative Generation - a starting point for information on talent. http://www.creativegeneration.org.uk. • QCA - guidance on subject identification http://www.nc.uk.net/gt/ 	

Policy Dissemination, Monitoring and Evaluation

All members of staff and Governors will receive a copy of this policy. Copies may be reviewed by parents. This policy will be reviewed, evaluated and updated as required and formally on an annual basis to assess its relevance and effectiveness.

Date of update	(U) Updated (R) Reviewed by	How was updated disseminated	Parents informed	Policy on website	Gov review
Sept 2016	HG (U)	Staff briefing – email – all staff to familiarise and action	Yes	Yes	
Sept 2018	H. Gee (U)	INSET	Yes	Yes	Yes
Sept 2019	H. Gee	INSET	Yes	Yes	
March 2021	H.Gee	On Teams – discussed in PL meeting	Yes	Yes	
Jan 2022	CD (R)	TEAMS - briefing	NA	NA	
Jan 2023	CD (R)	No changes			
Jan 2024	H. Gee (R)				
Jan 2025	C Delf (U)	Briefing/INSET	Yes	Yes	Yes

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At Bowdon Preparatory School we strive for excellence in education by providing a safe, secure, caring family environment, where all are valued and respected as individuals, enabling them to reach their full potential.

Rationale

We believe that all pupils are entitled to receive the support and challenge to help them to develop their full potential. The needs of able, gifted and talented pupils are acknowledged as part of our overall commitment to inclusion. 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 our pupils' social and emotional skills as essential elements in the development of the whole person.

Definition

Children are defined as more able, gifted and talented in areas of:

- general intellectual ability
- specific aptitude in one or more subjects
- leadership
- creative and performing arts
- sports

More able children

These children will be performing well above their chronological age or will have been identified through teacher assessment to have the ability to perform well above average.

Aims:

- to use a broad range of qualitative and quantitative data to identify our most able learners
- to support the abilities, personal qualities and talents of all children
- to ensure that all children receive an education appropriate to their abilities
- to recognise those learners who may have the potential but currently underachieve
- to ensure that all staff receive appropriate support and training in identifying and providing for most able pupils
- to provide support and challenge in the classroom, within the ethos of high expectations
- to ensure that, where necessary, individuals receive academic or pastoral support to overcome identified barriers to learning
- to build on existing systems of monitoring and evaluation to track the progress of these pupils
- to work with parents to help pupils achieve their potential and to be ambitious
- to provide a range of additional opportunities to develop the experiences of our most able pupils

Recognition

Children are tested appropriately by means of summative and formative assessments throughout the school. In addition, the following methods may be used:

- teacher observation and assessment
- background knowledge
- Moderation within academic departments
- the expertise of the co-ordinator in supporting the judgement of the teacher
- parent nomination

No one single method will be entirely accurate. The school will seek to provide an enriched curriculum for all children and through this it will be possible to identify the most able.

Organisation

Acceleration is not usually recommended because there may be social difficulties through differences in levels of maturity. It should be possible to address the needs of these children within the appropriate year group. However, there will be times when it will be appropriate for children to work with older children, through curricular activities, inclusion within activities for other gifted pupils from other schools or through visits to secondary schools. Withdrawal groups must be considered sensitively.

Types of Provision

The role of the teacher is vital in challenging the thinking of the more able pupils. **Use frequent questioning to encourage active participation and promote deeper and creative thinking.** Working with others of like ability is important. This is made possible by thoughtful pairing and group work

Class provision:

- Teachers have high expectations

- Teaching is personalised, pacy and challenging
- Classrooms can include a challenge corner with activities to promote auditory, visual, and kinaesthetic learning
- Enrichment can be through extension work, provided by all teachers in all classes as part of normal adapted provision
- Tasks are designed to take account of levels of existing knowledge, skills and understanding and are adapted appropriately
- There are planned extension opportunities or open-ended tasks that promote higher order thinking skills
- A variety of grouping is used effectively e.g. setting, mixed ability, paired to include coaching of others etc
- There is access to higher level tests for assessment

Enrichment of learning

- School based provision, varying according to subject area and covered using a variety of methods:
- Shared celebration of children's achievements
- School clubs including sports, arts, music
- School societies and councils
- Specialist teachers
- Enrichment opportunities including specialist days
- Intervention groups
- Opportunities to learn a variety of musical instruments
- Opportunities for performance
- Activities with schools
- Workshops with other schools

Out of school provision:

- To help children find support, training and clubs for more diverse talents
- Opportunities to enter national competitions
- Ensure close secondary liaison

Parental Involvement

- The school communicates with parents through reporting and pupil review meetings to ensure that parents understand their daughter's learning potential. Parents are aware of the school's measures to address their child's needs so that they can be fully involved in the development of their child.
- Parents are encouraged to discuss their child's progress/performance regularly and, where possible, to provide extra-curricular activities for their child.

As part of our working practices to continue to support needs we value:

- Flexibility in meeting needs

- Equitable teaching
- Valuing diversity, dealing with underachievement
- A partnership with pupils and parents
- The leadership of the Headmistress and Senior Team
- Regular observation and review with early intervention
- High teacher expectations
- Positive attitudes by teachers who are prepared to “Go the extra mile”
- Close primary/secondary liaison
- Good use of external resources
- The absence of labels, working to the child’s strengths.

Evaluation

- The success of the policy will impact on the school’s ethos.
- We want our staff to feel confident to offer appropriate levels of challenge for our most able pupils.
- We will measure success by both academic performance and an increase in the confidence, independence and resilience of our learners.

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