

## **ABLE, GIFTED AND TALENTED POLICY**

### **Opening Statement**

Forest Prep School is dedicated to safeguarding and promoting the welfare of its pupils; our policies and practices encompass the needs of all our children from Early Years to Year 6 across all aspects of school life including out of school provision. It is the duty of all members of staff, both teaching and non-teaching, to play an active role in ensuring that each child's needs are met. Effective induction practices for all ITT, college and school students, volunteers and visitors aims to promote a consistent approach in meeting the needs of the whole school community.

### **Statement of Intent**

Education at Forest Preparatory School should provide for pupils of all abilities. Pupils deserve an education that encourages them and motivates them to achieve their full potential.

The curriculum and organisation of the school must allow each pupil to learn at a pace that is appropriate for them. Opportunities must be offered to enable the more able children to develop fully their abilities within the context of the spiritual, moral, social and cultural framework of the school.

### **Introduction**

This policy is a statement of the entitlement of children with high ability at this school. It has been developed from reading and research and through staff consultation.

The policy reflects the expertise of staff within the school. It also reflects the commitment of the school to support the able, gifted and talented child.

### **Definition**

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

- general intellectual ability
- specific aptitude in one or more subjects
- leadership
- creative and performing arts
- psychomotor ability
- those pupils who demonstrate beyond the core curriculum (English, Mathematics and Science) abilities which place them within the highest achieving ability band nationally
- those pupils who have an exemplary skill and ability in discrete areas, e.g. art, music, PE etc.

Exceptionally able pupils may have very distinctive needs that may require a significant modification of the curriculum.

## **Aims**

Identification of these children:

- To employ a wide variety of methods of recognition of potential;
- To support the abilities, personal qualities and talents of all children;
- To ensure that all children receive an education appropriate to their abilities;
- To provide teaching which makes learning challenging and enjoyable. To provide higher order thinking and questioning skills;
- To recognise under-achievement and to seek to remove it;
- To stimulate children through extra curricular activities and through curriculum enrichment;
- To have the expectation that the curriculum for all will be extended by realising the needs of the most able;
- To train staff and to provide for these aims to be achieved;
- Development of their spiritual, moral, social and cultural experiences at a level;
- Parental support;
- Links with other agencies that may help the development of these particular children.

## **Review Procedure**

This policy will be open to a termly review by the following:

- Headmaster
- Able, Gifted and Talented Co-ordinator (AGATCO)
- Teaching Assistant for Able, Gifted and Talented children will provide support, which is not always available
- Director of Studies

## **Recognition**

Children are continually tested by means of ongoing assessments, national tests and assessments throughout the school. In addition the following methods will be used:

- teacher observation and assessment
- checklists
- background knowledge
- the expertise of the co-ordinator in supporting the judgement of the teacher
- peer nomination
- parent nomination

No one single method can be entirely accurate.

The school will seek to provide an enriched curriculum for all children. Through this it will be possible to identify the most able. The school will then seek to make further provision for them.

## **PROVIDE – IDENTIFY – PROVIDE**

It is expected that a child will be identified as able by their class teacher or by specialist teachers.

Evidence can include:

- A comparison of learning behaviour with the peer group
- Language acquisition
- Fine and gross motor skills
- Moderation of work by other members of staff
- Referenced testing/Special Ability Scales
- SATs/NFER/Assessment week and teacher assessment

Teachers who identify specific able, gifted and talented pupils should inform the Able, Gifted and Talented Co-ordinator.

### **Role of the Co-ordinator**

Responsibilities will include:

- Seeing that all staff involved with identified children know of their particular needs and are encouraged to make provision for them.
- Updating colleagues on best practice or new initiatives as they arise.
- The development of extension and enrichment material for other staff to access.
- The monitoring of progress made and reviews of individual pupils.
- The recruitment of help or expertise as required.

### **An approach to provision at classroom level**

The children should be offered a carefully structured and positive atmosphere in which the contribution made by **all** children is recognised, differences acknowledged and where enthusiasm for learning is fostered. Teachers should seek to provide tasks that promote problem-solving skills associated with clear thinking and a spirit of investigation should be encouraged. Teachers should also demonstrate good questioning techniques.

Enrichment/extension work is provided by all teachers in all classes as part of normal differentiated provision. This is shown on planning documents. Working with others of like ability is important. This can be made possible by group work. Differentiation should provide activities requiring higher order thinking skills. The role of the teacher is vital in challenging the thinking of the gifted child.

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 and through visits to secondary schools. Withdrawal groups can be used but these must be done sensitively. Mentoring is valid and to be welcomed.

### **An inventory of good practice within our school:**

- Full class teaching – in an atmosphere of mutual respect where mistakes are accepted as a route to learning.
- Grouping – by ability or mixed aptitude.
- Focused study – to create an atmosphere conducive to enquiry, to use specific resources or materials.
- Mentoring – for social or skill based needs.
- Enrichment – visiting experts, range of materials and resources, study skills taught directly, investigation work, increased technical/specialist language etc.
- Extension – open-ended tasks and questions, deepening understanding of concepts, additional activities around the basic themes.
- Differentiation – matching tasks to ability.
- Challenge – introducing elements of competition with older children or wider arena than peer group. Also competition against self is important – clear targeting.
- Problem solving and investigation – to develop reasoning and thinking skills.

### **Extra-Curricular Activities**

These are highly valued for the able, gifted and talented child and include:

- Club activities – curriculum subjects, plus recommendations for the children joining additional clubs outside of Forest Preparatory School.
- Activity days and Master classes. These may be organised by the school and partnerships with other schools
- Day and residential visits, either organised by the AGATCO or on recommendation by the AGATCO through parents.
- A broad, creative curriculum, giving children a chance to thrive.

### **Partnership with parents**

Parents and teachers will work together for the needs of the able, gifted and talented child.

### **Secondary Transfer**

The school will liaise with local secondary schools to provide information on able, gifted and talented pupils.

### **Support**

The school is able to access support through:

**NAGC**  
**NACE**

Some children are themselves members of the above groups and attend activities associated with them. The school is undertaking The NACE Challenge Framework to become accredited as an efficient provider for the enrichment of gifted and talented children.

### **The Learner Academy**

Pupils who are eligible will register as NAGC members and will be given a username and password. Teachers will use the YGT website as a learning resource. [www.dcsf.gov.uk/ygt](http://www.dcsf.gov.uk/ygt).

### **THE NATIONAL ASSOCIATION FOR GIFTED CHILDREN (NAGC) has developed ten principles of good practice for schools. They are:**

- Flexibility in meeting needs
- Valuing diversity, dealing with underachievement
- A partnership with pupils and parents
- The leadership of the Headmaster and Senior Management Team
- Regular observation and review with early and prompt 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.

### **Quality Standards**

The school will evaluate provision by use of the NACE Challenge Framework.