



# **Policy for Provision for Able, Gifted and Talented Pupils**

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*The guidelines and format for this policy have followed the procedure set in a similar way to the guidelines and format set out in the SEND Policy.*

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## **School Setting**

Forest Preparatory School is a co-educational non-selective independent Preparatory School from pupils of the age of 2 to 11 years. Forest Preparatory School is a rural school with traditional characteristics. It is a coeducational setting which aims to prepare its children for their entrance to their future secondary schools.

For the remainder of this policy, pupils identified as Able or Gifted and Talented, will be referred to as 'More Able'

## **Beliefs and Values about Most Able Children**

At Forest Preparatory School, we recognise that all pupils are individuals with their own strengths and weaknesses, gifts and talents. Within this range of individuality there are pupils who are more able than others and pupils who are particularly talented in particular areas.

Every child has the right to be included in a broad, balanced and relevant curriculum. We believe that each pupil is entitled to have the opportunity to enjoy an education which challenges, motivates and rewards them, so that they can each fulfil their individual potential.

## **Aims**

This policy aims to ensure we can provide:

- An appropriate education for each individual
- Opportunities for pupils to work at levels higher than that of their peers
- Opportunities to develop specific skills or talents
- The opportunity to experience a broader, richer curriculum
- Support and care for the whole child, socially, emotionally and intellectually

## **Objectives**

- To identify and provide for More Able Pupils
- To operate a whole school approach to the management and provision of support for More Able Pupils
- To provide a Co-ordinator (AGATCO) who will work with the More Able Policy
- To provide support and advice for all staff working with More Able Pupils

## **Definition**

The More Able child is usually defined as being in the top 5% of the school's population, regardless of the school's ability profile. Each child is unique and any single definition is likely to be misleading. This policy deals, in general terms, with three groups of pupils:

- The gifted child, likely to be one of a minority of pupils and would be performing at a level at least 3-4 terms ahead of National Expectations.
- The talented child, who may exhibit specific abilities in areas such as Art, Music, P.E. etc.
- The most able child, performing consistently above the level of most able peers in one or more subjects.

## Identification

An Able, gifted and talented register provides a list of pupils who have been identified as most able.

The following list indicates that Forest Preparatory School welcomes the potential of these pupils and is able to identify ability in a number of ways:

- Test results (GL Assessments) and other assessments (End of unit tests, CGP Assessment tests, Spelling tests, Group reading tests and Levelled Writing).
- Teacher observation and nomination: this may reveal talented pupils, especially when made by a specialist teacher
- Samples of work revealing consistently outstanding performance in one or more subjects
- Parental nomination: which may be useful in revealing high achievement in activities out of school (Extra-curricular activities which show excellent performance)

### In English and Mathematics, most able pupils show:

- creativity and originality – *they are able to work in new and imaginative ways*
- the ability to make connections between different concepts they have learned – *seeing patterns of relationships and applying these to new contexts*
- independence and perseverance – *demonstrating initiative and persistence in completing tasks or pursuing lines of enquiry*
- capacity to learn and understand new ideas and ways of working quickly
- communication skills – *expressing ideas succinctly, justifying, qualifying, and explaining what they say; using language in ways that reflect an appreciation of the knowledge and interests of specific audiences, acquisition and use of vocabulary*
- ability to take on demanding tasks – *researching, comparing and synthesising information from a range of different sources, including technology*
- ability to debate and reason – *creating and sustaining accounts and reasoned arguments of more abstract levels in both speech and writing*

## Whole School Approach to G&T Support

Forest Preparatory School takes a whole school approach to the provision for More Able pupils through assessing, planning, delivering, reviewing and recording of information, to ensure that all pupils achieve their potential.

## Analysis of Needs

Ongoing processes of **formative and summative assessment** is an integral part of the teaching and learning process at Forest Preparatory School, providing information useful to the pupil, the teacher and the parents. It demonstrates what has been learned, identifies successes and should identify what the next learning stage should be. It also provides valuable information about how the curriculum could be suitably adapted and which methodologies should be adopted to meet individual needs.

## Raising a Concern

- **Assess:** The class teacher, working with the AGATCO, will carry out a clear analysis of the pupil's needs
- **Plan:** In consultation with the parent and pupil, agree the adjustments, interventions and support to be put in place as well as the expected impact on progress, development or behaviour, along with a review date. These will be noted on an ILP for the AGT child.
- **Do:** The class or subject teacher remains responsible for working with the pupil. The AGATCO will support the class teacher in the further assessment of the pupil's particular strengths and advising on the implementation of support.
- **Review:** The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed on a termly basis; the impact and quality of the support and interventions is evaluated by the class teacher and AGATCO along with the views of the pupil and their parents; the support is revised in light of the pupil's progress and development in consultation with the pupil and parents

### **Monitoring and Evaluation and Success**

The SLT, the AGATCO and teaching staff will review this policy bi-annually and will evaluate the impact of provision on the attainment and well-being of individuals. An AGT review and subject audit will be carried out in Spring term, where the register is reviewed, lessons with AGT pupils will be observed to monitor the quality of provision provided and ILPs will be looked at with the children to monitor progress. The AGATCO will discuss AGT children at staff meetings each half term to ensure the correct children are being targeted for intervention.

Examples include:

- comparing baseline data with the data collected at the assessment point
- reviewing pupils' progress in relation to the targets set
- taking account of other factors that may have affected progress
- analysing the effectiveness of educational professionals and parents working in partnership
- noticing a reduction or an increase in the total number of most able pupils
- noting how well most able pupils have access to the whole curriculum of the school
- ensuring provision for each pupil is planned for, reviewed and evaluated regularly
- ensuring the most effective deployment of resources is designed to ensure the needs of all pupils are met

### **Criteria for Exiting the Register**

Children, who have been identified at AGT throughout the academic year, will be subject to a review during staff meetings. If the child concerned no longer appears AGT (after looking at assessment results, through teacher assessment and monitoring their progress made in their work) then the child will be removed from the register and placed on a 'One to watch' list. These children will be monitored closely throughout the academic year to assess whether their progress is in line with an AGT child.

### **Supporting Pupils and Families**

At all stages of this process, the school will keep parents fully informed and involved at all stages. We encourage parents to make an active contribution to their pupil's education and hold regular meetings to share progress. Parents will receive a copy of the child's ILP, where they are expected to comment and sign if they agree with the intervention being provided. The child's progress will be discussed and evaluated through termly academic reports and parent evenings.

A record is kept of any communication with parents, and all notes and action plans arising from these meetings are kept in a secure place in order to maintain confidentiality (see management of records).

All discussions are dealt with confidentially and in a sensitive manner. In partnership with parents, pupils will be encouraged to contribute to the assessment of their needs, the review and the transition process.

## **Training**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the AGATCO to explain the systems and structures in place around the school's More Able provision and practice and to discuss the needs of individual pupils.

The school's AGATCO regularly attends the Bellevue AGATCO network meetings in order to keep up to date with local and national updates in More Able provision.

The school runs master classes in liaison with Altrincham Grammar School for Girls, recognises achievements in the Primary Mathematics Challenge and is a 1\* member of Potential Plus.

## **Responsibilities**

Chris Francis is the Most Able, Gifted and Talented Co-ordinator.

Responsibilities include:

- compiling and managing the able, gifted and talented register
- overseeing the day-to-day operation of the school's gifted and talented and higher ability policy
- co-ordinating provision for more able pupils
- overseeing the records for more able pupils
- supporting and advising teachers in planning appropriate programmes of work
- ensuring planning is differentiated and takes into account individual need for more able pupils
- reading / summarising / disseminating information regarding educational reports
- liaising with the named co-ordinator for early years and secondary educational establishments to discuss transition
- liaising with the named co-ordinator for each key stage to discuss transition
- advising / liaising / managing the deployment of Teaching Assistants
- screening visiting pupils, reviewing the identification procedure, monitoring progress and record keeping
- liaising with external providers
- identifying, ordering and utilising resources available from other agencies
- contributing to the development of curriculum policies to ensure that the provision for more able pupils is considered
- monitoring progress and providing additional support to more able pupils working in class
- continuing C.P.D.
- liaising with and advising parents of more able pupils
- in consultation with the S.M.T. review the quality of teaching including supporting teachers' understanding of strategies to identify and support more able pupils through appropriate training.

## **Storage and Management of Information**

The school will continue to use the system of ILPs and target setting to record the steps taken to meet the needs of individual pupils. The AGATCO is responsible for ensuring that records are kept and are available when needed, in the Year 4 classroom. These are available to share with parents upon request of the Headmaster or Deputy Head (Academic and Early Years) or class teacher.

All staff member complete their cohort assessment information throughout the year and these records are compiled in staff members' computers, on the cohort pen drive and centrally in the school office.

## **Reviewing the Policy**

This policy was created: October 2015 and then updated August 2025.

It will be reviewed every two years.

## **Accessibility**

Learning activities are differentiated by:

- taking into account individual learning styles such as audio, visual and kinaesthetic
- varying the task so it is more demanding, challenging or stimulating
- setting an open ended task so a pupil performs at a higher level by outcome
- providing adult/specialist support to develop skills and talents
- providing further extension and/or enrichment activities for those who complete tasks
- a range of open-ended questions
- grouping by ability
- providing homework activities at a more challenging level. Homework will be differentiated when appropriate.

At Forest Preparatory School, pupils are not set in lessons. They are taught by their class teachers for the core subjects of the curriculum. Differentiation occurs in lessons, where appropriate and teacher assistants support individual needs in different classes.

## **Development of Thinking Skills**

The following thinking skills are particularly important in supporting most able pupils in that they help pupils consider the 'how' of learning, rather than the 'what', furthering a questioning and a critical mind. Teachers aim to build in activities that encourage these skills as a matter of course in every day lessons. The following higher order thinking skills are acknowledged at Forest Preparatory School:

- reasoning
- enquiry
- creative thinking
- evaluation
- information processing
- problem solving

## **Support Services and External Providers**

Support Services are welcomed to support a most able child, if the child:

- continues to make significant progress in specific areas over a long period
- continues working at national curriculum levels substantially above that expected of pupils of a similar age
- continues to excel in English and Mathematics
- has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

At Forest Preparatory School, support services have included;

- educational psychologists
- specialists from local secondary schools/colleges
- parents with specialist knowledge

### **Extra Curricular Activity**

Forest Preparatory School offers a variety of extra curricular activities that provide opportunities for More Able Pupils to develop specific skills. Some examples are; Chess Club, a variety of different sports clubs and interschool quiz challenges.

### **Procedures for Resolving Complaints about Provision for More Able Pupils**

This follows the school complaints procedure. (Add link and add to appendix)

### **Bullying**

At Forest Preparatory School, steps are taken to ensure and mitigate the risk of bullying of Most Able learners. The school use an effective school council; 2 member of each class who are elected by their peers to support other children on and off the playground if they believe that someone is being unkind to them. (See Bullying Policy for more information).

## Appendix

# GIFTED, ABLE AND TALENTED

## Pupil Assessment Profiles

In this section a series of six sheets are presented (profiles A to E) for compiling an overall **Pupil Assessment Profile**. The method recommended for deciding which names should be entered on the **AGT Register** involves the profiling for accurate assessment of *all* pupils under consideration. Each of the component profiles contains a number of key assessment statements regarding the pupil in question, for which scores should be recorded as follows, in relation to the peers within the school:

- 4** – Performing (or capable of performing) **exceptionally** well;
- 3** – Clearly **well advanced** (or has the potential to be so);
- 2** – Displaying (or capable of displaying) **above-average** performance;
- 1** – Performing **in line with the year-group average**.

It will be important when evaluating these scores not to attempt mathematical calculations, such as '21 out of a possible 40', but simply to concentrate on the frequency of scores above 1.

## Pupil Assessment Profile Tables

Pupil's Name:

Year Group:

Date of Birth:

| PROFILE | A                                                                                        | THINKING SKILLS | SCORE |
|---------|------------------------------------------------------------------------------------------|-----------------|-------|
| 1       | Is able to process information quickly and accurately.                                   |                 |       |
| 2       | Has a highly-enquiring mind, with well-developed reasoning and deduction skills.         |                 |       |
| 3       | Capable of having very imaginative ideas.                                                |                 |       |
| 4       | Approaches problems creatively.                                                          |                 |       |
| 5       | Is able to evaluate data objectively.                                                    |                 |       |
| 6       | Can retain significant facts and information, and recall selectively.                    |                 |       |
| 7       | Is highly articulate, using subject-specific language and a wide vocabulary confidently. |                 |       |
| 8       | Is well able to work independently, and enjoys doing so.                                 |                 |       |
| 9       | Analyses situations well, and can generalise.                                            |                 |       |
| 10      | Is highly curious and confident in new situations.                                       |                 |       |

|    | B                                                                                                                    | LEARNING SKILLS | SCORE |
|----|----------------------------------------------------------------------------------------------------------------------|-----------------|-------|
| 1  | Acquires new knowledge, understanding and skills quickly and easily.                                                 |                 |       |
| 2  | Is a self-directed learner who develops own ideas.                                                                   |                 |       |
| 3  | Shows well-developed attention and concentration.                                                                    |                 |       |
| 4  | Confidence and motivation levels are high.                                                                           |                 |       |
| 5  | Is a productive worker who learns at a good pace.                                                                    |                 |       |
| 6  | Is a self-evaluative learner, who knows what is being done, how well it has been tackled and how it can be improved. |                 |       |
| 7  | Approaches problems logically and thoroughly.                                                                        |                 |       |
| 8  | Organises own approach to work properly.                                                                             |                 |       |
| 9  | Can see connections among different aspects of learning.                                                             |                 |       |
| 10 | Can use and apply new learning, work in the abstract, and devise original ideas.                                     |                 |       |

| PROFILE | C                                                                                     | PERSONALITY TRAITS | SCORE |
|---------|---------------------------------------------------------------------------------------|--------------------|-------|
| 1       | Displays a sharp and often mature sense of humour.                                    |                    |       |
| 2       | Pays considerable attention to detail.                                                |                    |       |
| 3       | Is highly responsive to new ideas and situations.                                     |                    |       |
| 4       | Often emerges as a leader of others.                                                  |                    |       |
| 5       | Understands the whole picture with relative ease.                                     |                    |       |
| 6       | Is capable of being very flexible in approach.                                        |                    |       |
| 7       | Shows tenacity in pursuing a line of enquiry.                                         |                    |       |
| 8       | Avoids errors caused by rushing.                                                      |                    |       |
| 9       | Is quick to see own errors and to devise alternative strategies.                      |                    |       |
| 10      | Can be very popular with his or her peers, and relates very easily to adults as well. |                    |       |

| PROFILE   | D                                                                                                                    | ATTAINMENT IN CORE SUBJECTS<br>AND IN GEOGRAPHY AND HISTORY<br>(i.e. the subjects the DfES considers as 'gift' subjects) | LEVEL<br>&<br>GRADE<br>e.g. 3A | SCORE<br>(see note<br>below) |
|-----------|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------------------------|------------------------------|
| English   | Speaking and Listening                                                                                               |                                                                                                                          |                                |                              |
|           | Reading                                                                                                              |                                                                                                                          |                                |                              |
|           | Writing                                                                                                              |                                                                                                                          |                                |                              |
|           | Spelling                                                                                                             |                                                                                                                          |                                |                              |
|           | Handwriting                                                                                                          |                                                                                                                          |                                |                              |
| Maths     | Using and Applying Mathematics                                                                                       |                                                                                                                          |                                |                              |
|           | Number and Algebra                                                                                                   |                                                                                                                          |                                |                              |
|           | Shape, Space and Measures                                                                                            |                                                                                                                          |                                |                              |
|           | Handling Data                                                                                                        |                                                                                                                          |                                |                              |
| Science   | Scientific Enquiry                                                                                                   |                                                                                                                          |                                |                              |
|           | Life Processes and Living Things                                                                                     |                                                                                                                          |                                |                              |
|           | Materials and their Properties                                                                                       |                                                                                                                          |                                |                              |
|           | Physical Processes                                                                                                   |                                                                                                                          |                                |                              |
| Geography | The skills and understanding for enquiry into places, geographical patterns and processes, and environmental change. |                                                                                                                          |                                |                              |
| History   | An understanding of chronology, causality and how the past is represented.                                           |                                                                                                                          |                                |                              |

| PROFILE | E                                                                                        | ACCOMPLISHMENTS | SCORE |
|---------|------------------------------------------------------------------------------------------|-----------------|-------|
| 1       | Has very good interpersonal skills.                                                      |                 |       |
| 2       | Has very good intrapersonal awareness.                                                   |                 |       |
| 3       | Has particular musical aptitude, especially as an instrumentalist.                       |                 |       |
| 4       | Shows prowess as a modern or traditional dancer.                                         |                 |       |
| 5       | Has a flair for both improvised and scripted drama, either as an actor or as a director. |                 |       |
| 6       | Has real mechanical ingenuity, e.g. an ability to design and build models.               |                 |       |
| 7       | Has true artistic aptitude, in drawing, painting, sculpting or design.                   |                 |       |
| 8       | Is a gifted sportsperson, whether in games, athletics, gymnastics or swimming.           |                 |       |
| 9       | Displays a capacity for advanced, original thought.                                      |                 |       |
| 10      | Is a gifted orator or singer.                                                            |                 |       |
| 11      | Has exceptional computer skills.                                                         |                 |       |

**NB: By the end of Year 2, a child attaining at:**

|                  |                 |
|------------------|-----------------|
| <b>Emerging</b>  | <b>scores 2</b> |
| <b>Embedding</b> | <b>scores 3</b> |
| <b>Exceeding</b> | <b>scores 4</b> |

## Profile Scores into Register Categories

Having completed an assessment profile for each child that you judged to be a candidate for the AGT Register, you can now make an initial evaluation.

First, here is a reminder of the letters and titles of the five component profiles for the overall Pupil Assessment Profile:

| PROFIL<br>E | TITLE                      |
|-------------|----------------------------|
| A           | Thinking Skills            |
| B           | Learning Skills            |
| C           | Personality Traits         |
| D           | Core Subject<br>Attainment |
| E           | Accomplishments            |

| Profile | Score 2 | Score 3 | Score 4 |
|---------|---------|---------|---------|
| A       |         |         |         |
| B       |         |         |         |
| C       |         |         |         |
| D       |         |         |         |
| E       |         |         |         |

The following tables translate a given score profile into the most likely register category:

|                                                                                       |  |
|---------------------------------------------------------------------------------------|--|
| <b>AVERAGE ATTAINERS</b>                                                              |  |
| Pupils with the following profile would normally be unqualified for the AGT Register: |  |
| Scores are 1, with only the occasional 2, for all statements.                         |  |

|                                                                                                           |                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| <b>ABLE</b>                                                                                               |                                                                                                                      |
| These pupils' profiles will tend to be as follows:                                                        |                                                                                                                      |
| <b>SPECIFIC ACHIEVERS</b>                                                                                 | <b>GENERAL ACHIEVERS</b>                                                                                             |
| Some scores of 2, in D.<br>Other statements may score from around average to above average (from 1 to 2). | As specific achievers but evidence of above average progress in other non-core curriculum subjects e.g. ICT, DT etc. |

|                                                    |                                       |
|----------------------------------------------------|---------------------------------------|
| <b>GIFTED OR EXCEPTIONALLY GIFTED</b>              |                                       |
| These pupils' profiles will tend to be as follows: |                                       |
| <b>ADVANCED<br/>SPECIFIC ACHIEVERS</b>             | <b>ADVANCED<br/>GENERAL ACHIEVERS</b> |

|                                                                                                                                      |                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                      |                                                                                                                                            |
| <p>Quite a few scores of 3 and 4, in D.</p> <p>Other statements may score from above to well above average</p> <p>(from 2 to 3).</p> | <p>As specific achievers but evidence of well advanced or exceptional progress in other non-core curriculum subjects e.g. ICT, DT etc.</p> |

| <p><b>TALENTED OR EXCEPTIONALLY TALENTED</b></p> <p>These pupils' profiles will tend to be as follows:</p>                          |                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| <p><b>TALENTED</b></p>                                                                                                              | <p><b>EXCEPTIONALLY TALENTED</b></p>                                                                                             |
| <p>Some scores of 2, 3 or 4, in E.</p> <p>Other statements may score from around average to above average</p> <p>(from 1 to 4).</p> | <p>Some scores of 3 or 4, in E.</p> <p>Other statements may score from around average to above average</p> <p>(from 1 to 4).</p> |

