

Policy for Provision for Able, Gifted and Talented Pupils



Reviewed: Autumn '15, Autumn 2016, Autumn 2017
Next Review: Autumn 2018

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.

This Policy applies to all pupils in the school, including in the EYFS and covers procedures expected of staff working with children throughout the school.

Able, Gifted and Talented Co-ordinator – Jess Watson
SENCo – Jenny Reynolds (member of SLT)

At Weston Green School we have the belief that every child should be given the chance to learn with joyful enthusiasm. Part of this is ensuring the most able children are challenged and extended. Every teacher has a responsibility to their 'most able learners' and should ensure they are accessing the curriculum at a level appropriate to their needs.

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School Setting

Weston Green School is a co-educational non-selective independent Preparatory School from pupils of the age of 3 to 11 years.

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 Weston Green 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 (Jess Watson) who will work with the More Able Policy
- To provide support and advice for all staff working with More Able Pupils
- To generate an individual portfolio for each child on the Able Gifted and Talented Register

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 significantly above their peers.
- 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.

Whole School Approach to G&T Support

Weston Green 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.

Identification

A gifted and talented register provides a basis for provision for the most able pupils.

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

- Test results (Progress Tests Standardised Scores, CATs, 11+,) and other assessments(end of term module tests and use of Pupil Asset tracking against Bellevue Framework)
- 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 (Drama, Sporting Achievements)

Pupils in year 1 and EYFS are tracked and monitored by teachers before they can be nominated to join the register in year 2.

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*

Analysis of Needs

Ongoing processes of **formative and summative assessment** is an integral part of the teaching and learning process at Weston Green 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.

Nominating a Child

- **Nomination:** A 'Nomination form' will be completed and given to A,G&T co-ordinator by teacher (see appendix 1) This can be done due to high achievement in class work, high test scores or following data collected after CATs and Progress tests.
- **Assess:** The class or subject teacher, working with the AG & T Co-ordinator, will carry out a clear analysis of the pupil's strengths and will then be added to the AG&T register (appendix 4)

- **Plan:** In consultation with the pupil and teacher, the AG & T Co-ordinator agrees targets and a review date. Parents are informed (see appendices 2&3)
- **Do:** The class or subject teacher remains responsible for working with the pupil. The AG&T Co-ordinator will support the main class/subject teacher in the further assessment of the pupil's particular strengths through observations
- **Review:** The effectiveness of the support and their impact on the pupil's progress is reviewed (termly); the impact and quality of the support and interventions is evaluated,(by the class teacher and AG & T Co-ordinator) along with the views of the pupil; the targets are revised in light of the pupil's progress and development in consultation with the pupil and class teacher
- **Monitoring:** If children achieve highly in test scores, CAT tests, Progress tests and regularly in class work, but it is not felt they are yet ready for the AG&T register, they will be added to the 'Monitoring for AG&T' register (see appendix 5) which will be reviewed termly by the AG&T co-ordinator.

Monitoring and Evaluation and Success

The SLT, the SENCo and AG & T Co-ordinator will review this policy annually and will evaluate the impact of provision on the attainment and well-being of individuals.

Examples include:

- comparing baseline data with the data collected at the assessment point
- reviewing pupils' progress in relation to the targets set
- noticing a reduction or an increase in the total number of most able pupils
- ensuring provision for each pupil is planned for, reviewed and evaluated regularly

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

At Weston Green School, pupils are set by ability within class in all lessons. This ensures that the subjects are taught at an appropriate level. Differentiation may still be used within a set, according to individual need.

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 Weston Green School:

- reasoning
- enquiry
- creative thinking
- evaluation

- information processing
- risk taking

Supporting Pupils and Families

At all stages of this process, the school keeps parents fully informed at all stages.

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. Pupils will be encouraged to contribute to the assessment of their targets and the review 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 information on the monitoring of the AG&T children.

The school's AG & T Co-ordinator regularly attends the Bellevue AG & T network meetings.

Responsibilities

Jess Watson is the Most Able, Gifted and Talented Co-ordinator.

Responsibilities include:

- compiling and managing the 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
- advising / liaising /managing the deployment of L.S.A.s
- 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 parents of more able pupils
- in consultation with the SLT 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 Pupil Asset to record the steps taken to meet the needs of individual pupils. G&T Co-ordinator is responsible for ensuring that records are kept and are available when needed on pupil profiles on Pupil Asset. These are available to share with parents at parents evening meetings and other arranged appointments.

All staff members have access to individual information via the school system. Paper copies of completed target plans are collated by the A,G&T co-ordinator and the school office.

Reviewing the Policy

This policy was created in October 2015.

It will be reviewed annually.

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

Extra Curricular Activity

Weston Green School offers a variety of extra-curricular activities that provide opportunities for More Able Pupils to develop specific skills. Year 4 children take ESB exams, the More Able children meet once a week to create a school newspaper and review targets and work collected for their portfolios.

Procedures for Resolving Complaints about Provision for More Able Pupils

This follows the school complaints procedure.

END

Appendix 1 Nomination form

Name of child _____

Please tick area of strength

English		ICT	
Mathematics		Music	
Science		French	
History		Art	
Geography		PSHE	
Religious Education		Latin	
Physical Education			

Outline reason for nomination to join Able, Gifted and Talented Register

Can you provide any assessment data/examples of work to highlight strength?

Appendix 2

Tracker proforma

Name:

Area of strength:

Target	Ways to achieve target	Date	Signed	Review Date	Target achieved

Appendix 3

Letter to parents



Weston Green Road
Thames Ditton Surrey KT7 0JN
t: 020 8398 2778
e: info@westongreenschool.org.uk
www.westongreenschool.org.uk

Dear _____

We are writing to let you know that your child has been selected to join Weston Green School's Able, Gifted and Talented programme.

Their achievements in the area of _____ have been highlighted by teachers and we would now like to work with them to nurture this and allow them extra time to build upon this area of strength. The time they will be given will be within the Thursday afternoon activity slot.

Over the coming terms the children will have the exciting opportunity to work with their peers to produce the first Weston Green School children's newspaper. They will be responsible for one section of the paper and we would like to see them using their chosen subject to add interesting and informative pieces to the publication. We will also move on to activities that focus on their particular area of strength and look at how we as a school can challenge them.

As well as this, over the year we will come together to produce a portfolio of work that focuses within the subject of _____ which will let us, and future schools, see how much your child has achieved in this area of the curriculum.

We will be arranging some team building trips for the children in this group to attend which will give them the opportunity to work with a different group of children and allow them to develop their skill set further.

We hope your child enjoys the chance to be a part of the Able, Gifted and Talented programme and that they use this opportunity well to develop their skill set in their particular area of strength.

Kind regards,

