

St Margaret's Preparatory School



Able, Gifted and Talented Policy

September 2017

Date Policy Reviewed	Policy Reviewed By	Reason/Outcome	Next Review Due
July 2017	Carolyn Moss and Emma Blackburne	Review – New Policy Release	July 2020

Our Vision

- We want... every child to love coming to school and to love learning.
- We want... all children to feel secure and cared for.
- We believe... in teaching the whole child and finding exciting ways to enhance their learning experience so that when they leave St. Margaret's, they say what a fantastic school it is in every way.

And this is what we aim to do

- Provide a high quality education, where children can grow in knowledge and understanding.
- Equip all children with appropriate skills, attitudes and values.
- Create an environment where every child can fulfil their potential.
- Encourage every child to benefit from our caring staff and fine facilities.
- Enable every child to communicate with confidence in every situation.
- Treat every child with the highest standards of courtesy, loyalty, honesty and fairness, and expect the same from them in return.

1.0 Introduction

- 1.1 We believe that all children are entitled to an education that will enable them to develop to their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social. We are committed to providing a stimulating and suitably challenging curriculum for all its students, in the pursuit of the highest academic and pastoral achievements.
- 1.2 All students have individual needs, which puts personalised learning at the heart of our teaching and learning programme. Able, gifted and talented (AG+T) pupils should be given the opportunity to access an optimal breadth and depth of learning; as such we aim to provide opportunities to develop specific skills and talents.

2.0 Definitions

- 2.1 Children of high ability who show outstanding skill in some of the following:
- General intellectual ability
 - Specific aptitude in one or more subjects
 - Leadership and interpersonal skills

- Creative, art and performing arts
- Specific sports abilities
- Technical ability.

The above list is, of course, not exhaustive and students may display exceptional abilities in a wide number of areas. Exceptionally able children will be performing well above their chronological age.

Able	Students who achieve, or have the ability to achieve, above average in one or more academic areas, including areas outside the main school curriculum. This also includes children who are leaders or role models and who display outstanding leadership and/or social skills.
Gifted	Students with an innate ability, who present a natural, outstanding aptitude or competence for exceptional performance.
Talented	Students who excel in one or more specific fields: <ul style="list-style-type: none">▪ Creative and Performing Arts – Art, Design & Technology, Drama, Music;▪ Physical Education/sporting ability; and/or▪ Extra-curricular pastimes – e.g. Chess.
Dual Exceptionality	Students who are able, gifted or talented but also subject to a barrier of learning, such as dyslexia, Asperger’s Syndrome, or a physical disability. It is worth remembering that able pupils can also be: <ul style="list-style-type: none">▪ of high ability but of low motivation;▪ of good verbal ability but have poor writing skills;▪ very able but with a short attention span;▪ very able with poor social skills; and/or▪ keen to disguise their abilities.

3.0 Identification of Able, Gifted and Talented

- 3.1 The identification of able, gifted and talented pupils is a process which the whole teaching and support staff participate in, as well as parents, carers and the children themselves.
- 3.2 The identification begins when a child joins the school. The school is keen to understand their achievements and interests in particular areas as they join the school. Discussions with parents and carers will enable us to create the best possible picture of the child, and records of awards and achievements in academic, sporting, musical, artistic and any extra-curricular activities will be helpful in this respect.
- 3.3 Both qualitative and quantitative information is used for identification purposes:
- A programme of formative, summative (internal and external) assessment takes place (see the school Assessment Policy).
 - Subject Co-ordinators will have an overview of pupils who demonstrate ability in their subjects, and will liaise with teachers at least termly through the Planning Meetings.

Identification

Identification is used to ensure that we make effective and suitable provision (the appropriate pace, rigour and challenge) for the able child. A variety of methods will be used to identify gifted and talented children, including:

- Teacher observation, assessment and nomination

- Background knowledge of the child by parents and previous schools
- Specific criteria developed by subjects in line with guidance from their professional associations
- Checklists
- Testing: results of curriculum testing, school spelling and reading tests and foundation stage profile (*see assessment policy*).
- Detailed records from previous classes
- Discussion with child
- CAT4 Scores (see next section)

No one method of identification can be entirely accurate since specific subject criteria will develop. Therefore, we endeavour to obtain as much information about individual pupils as possible, and seek to provide an enriched curriculum for all children. It is recognised by our staff that some children who display early reading and spelling skills may be hyperlexic i.e. have precocious decoding skills but do not have the same level of comprehension. These children should not be listed as gifted and talented.

We will undertake a termly meeting with all staff to discuss the current register of gifted and talented pupils. Children develop at different rates and in different ways therefore during our termly meeting we will discuss any pupils who may be added or removed from the G&T register. We will also bring any evidence which may support our findings of each child. This evidence will be collected by the Gifted and Talented Coordinator.

CAT4 Scores

The CAT4 test is currently taken by children in the Autumn of Year 4 and is a cognitive test measuring underlying ability, rather than taught facts. It is divided into four categories, which are carried out online and marked externally. The categories are:

- Verbal Reasoning - thinking with words
- Quantitative - thinking with numbers
- Non-Verbal Reasoning - thinking with shapes
- Spatial Ability - thinking with shape and space

From the resulting data we are able to assess how each child is performing in relation their peer group nationally. The results help us to guide and advise whether your child may benefit from an academic or broader-based education at secondary level and beyond. This data also helps us to understand how your child learns most effectively. The results give a standardised score in the different categories. This standardised score is based on the child's raw score, which has been adjusted for age and placed on a scale that makes a comparison with a nationally representative sample of pupils of the same age across the UK. GL Assessment have given the following groupings for the Standardised Scores:

Below Average	Scores 74 - 88
Average	Scores 89 - 111

Above Average	Scores 112 - 126
Very High	Scores above 126

The average score is 100.

The Very High category describes approximately the top 4% of the ranked individuals nationally, so could be used as a measure of very high ability. CAT4 scores are entered onto the Pupil Asset database and this allows us to extract those with very high scores in some or all of the four criteria (or overall) and ensure that they are being sufficiently challenged.

4.0 Responsibilities

4.1 Teachers:

- Identify the pupils who meet the criteria;
- Use enrichment/extension opportunities appropriately; and
- Identify and address underachievement.
- Monitor all pupils through assessment.

4.2 Curriculum Co-ordinator

- Identify the students who meet the criteria;
- Plan for and use enrichment/extension materials appropriately;
- Identify and address underachievement; and
- Provide the Deputy Head and AG+T Co-ordinator with analysis of assessment results.

4.3 Curriculum Co-ordinators

- to prepare a list of subject-specific criteria (see appendices)
- to inform departmental staff of these criteria
- to keep a record of criteria and pass on to the AG+T Coordinator.
- to identify pupils who meet the criteria
- to pass these names onto the AG+T Coordinator
- to oversee schemes of work that contain enrichment/extension material for identified pupils
- to ensure that teachers have registers that recognise who has been identified as more able
- to ensure that the enrichment/extension material is being used by subject teachers.
- Encourage pupils to enter local and national events and competitions.

4.4 AG+T Co-ordinator/SENCO:

- Prepare from prior attainment data a register of the top 5-10% of each cohort year;
- Gather names of identified students from all areas of the curriculum;
- Categorise this information in a register, circulated to the Senior Leadership Team and all teaching staff;
- Meet with Subject Co-ordinators and SLT biannually to review provision within departments;
- Prepare courses of action for children who are identified as able in many areas (by agreement with senior management);
- Monitor the provision of AG+T students;
- Evaluate the progress made by AG+T students on an annual basis; and
- Lead/co-ordinate challenge focus groups.

- 4.5 Deputy Head:
- Monitor schemes of work and ensure that they allow opportunities for enrichment and extension;
 - Work with the AG+T Co-ordinator to oversee the process and activity;
 - Include items concerning the provision of AG+T children on meeting agendas; and
 - Ensure that staff are made aware of opportunities for CPD development in supporting the needs of AG+T children.

5.0 Coordination and monitoring

- 5.1 The Able, Gifted and Talented Register for pupils is coordinated by Emma Blackburne, SENCO. The Register is reviewed on an annual basis, in association with pupil progress, departmental and/or staff meetings.
- 5.2 Talents and abilities emerge at different times due to developmental issues, and as new opportunities arise, therefore, inclusion in the cohort is not permanent. If it is perceived by parties that inclusion is no longer beneficial, pupils may be moved off, either temporarily or permanently. Such changes to the register will be discussed in parallel with the pupil and parents.
- 5.3 We recognise that some pupils who are able, gifted or talented do not always show their ability. This may arise from learning difficulties such as dyslexia, or personal circumstances. The school aims to work with support programmes and parents to ensure a consistent achievement at the appropriate level for each child.

6.0 Strategies for teaching

- 6.1 We offer opportunities for able, gifted and talented pupils to thrive through:
- An enriched, stimulating and relevant curriculum;
 - Regular reinforcement of high expectations, e.g. with a Challenge Wall;
 - Opportunities for pupils to work outside their usual working environment, where possible (e.g. regional enrichment events or workshops);
 - Independent and collaborative learning activities;
 - The focus on thinking and study skills, including metacognition;
 - Pupils self-assessing and evaluating their own work; and
 - Encouraging risk-taking and the experience of setbacks to develop resilience.

7.0 Extension, acceleration and enrichment

- 7.1 Opportunities to broaden pupils' learning experiences may include:
- Differentiation, where pupils may be grouped according to ability, and differentiated work is built into schemes of work and lesson plans to provide activities requiring extended higher order thinking skills;
 - Working on subject matter which would typically be for older pupils to access broader knowledge and develop more sophisticated thinking and reasoning skills. This may be through either giving pupils work which would usually be given to older pupils, or moving pupils up a year group, where practical;
 - Enabling a pupil to study aspects of a topic that there would not normally be time to study, or adding extra subjects or specialised calendar events to the curriculum or extra-curricular activities programme; and
 - Partnership with other schools or external organisations, for example workshop events, specialised holiday camps, and local, regional and national schemes/competitions.

8.0 NACE (National Association for Able Children in Education)

- 8.1 We are a member of NACE.

9.0 Success criteria

- 9.1 The success of this policy is measured by qualitative and quantitative evidence of an individual pupil's progress and the development of the Able, Gifted and Talented Register as a whole. This includes:
- Improved attainment in the areas in which they are able, gifted or talented;
 - Increasing active involvement by pupils in assessment of their own progress and target setting;
 - Increasing higher level questions being asked by pupils;
 - Increasing levels of independent learning, including risk taking in learning; and
 - Increasing confidence and improving attitudes to learning.

Able, Gifted and Talented Policy

Ownership and consultation	
Document sponsor (role)	Director of Education
Document author (name)	Robin Davies, ADE
Consultation – May 2017	The following schools were consulted: North Bridge House Canonbury, Breaside Prep School, Hastings School Madrid, Hendon Prep School, Salcombe Prep School, Huddersfield Grammar School, Downsends Epsom Pre-Prep School and El Limonar Villamartin. Education Team representative – Danuta Tomasz, ADE.

Audience	
Audience	Parents and all school staff

Document application and publication	
England	Yes
Wales	Yes
Spain	Yes

Version control	
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Related documentation	Assessment Policy Curriculum Policy EAL Policy SEND Policy Teaching and Learning Policy
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Appendix 1

Subject Criteria for Identifying Talented Children at St Margaret's.

Pupils who are **Gifted in English** are likely to show some or all of the following characteristics:

Creative flair

- writing or talking in imaginative and coherent ways
- elaborating on and organising content to an extent that is exceptional for their age

Stamina and perseverance

- using any suitable opportunities to produce work that is substantial and the product of sustained, well-directed effort

Communicative skills

- exploiting the dramatic or humorous potential of ideas or situations in imaginative ways
- writing with a flair for metaphorical or poetic expression
- grasping the essence of particular styles and adapting them to their own purposes
- expressing ideas succinctly and elegantly, in ways that reflect an appreciation of the knowledge and interests of specific audiences

Ability to take on demanding tasks

- researching, comparing and synthesising information from a range of different sources, including ICT

Arguing and reasoning

- creating and sustaining accounts and reasoned arguments at a relatively abstract or hypothetical level, in both spoken and written language
- grasping the essence of any content and re-organising it in ways that are logical and offer new syntheses or insights
- justifying opinions convincingly, using questions and other forms of enquiry to elicit information and taking up or challenging others' points of view

Awareness of language

- understanding the nature of language and showing a special awareness of features such as rhyme, intonation or accent in spoken language, and the grammatical organisation of written texts
- showing an interest and enthusiasm for language study, including an awareness of the relationship between the sounds and words of different languages that are not apparent to most of their peers.

Some pupils who are gifted in English may generally perform at levels of literacy or oral skills that are notably advanced for their age group. For example, ***the attainments in English of some 7-, 11year-olds may be best described by aspects of national curriculum levels 4 and 6 respectively.***

Other pupils may have unusual abilities in specific areas -- such as poetry, drama, or their understanding of the nature and structure of language -- while being unexceptional in the rest of their English work. In these cases, it may be hard to relate pupils' ability to level descriptions.

Gifted Mathematicians may exhibit some of the following characteristics:

- Be keen and self motivated when tackling open-ended questions.
- Be prepared to look for more than one solution to a problem or more than one way of finding an answer.
- Enjoy puzzles and challenges as well as teacher initiated learning.
- Be keen to talk through problems and solutions.
- Persevere when answers do not appear to be correct.
- Be able to spot patterns in answers.
- Work systematically and logically particularly when finding how many ways something can be done.
- Enjoy working quickly through tasks.

- Pick up new concepts and ideas easily.

- Be able to calculate mentally, better than their peers.
- Be good with spatial tasks as well as number tasks.
- Be able to work with numbers that are more complex than their peers. (For example bigger or negative).
- Be able to see short cuts or general solutions.
- Be prepared to use trial and error and to fiddle with numbers!

Gifted in Science may exhibit some of the following characteristics:

- A natural curiosity about the world and the way things work
- An enjoyment of hypothesising
- An ability to express scientific knowledge and understanding logically and coherently
- Scientific vocabulary used accurately and appropriately
- An ability to transfer knowledge and understanding from one situation to another
- An ability to spot and describe patterns in results

(Based on Coates and Wilson research)

In addition, very strong mathematical skills are required in order to progress successfully in Y7-8.

Gifted linguists display some or all of the following characteristics from an early age;

- an ability to imitate the accent and reproduce the sounds of French
- an ability to retain and remember the foreign language
- an ability to accept, understand and manipulate the different grammar rules of a foreign language
- an ability to make links between the foreign language and their own native tongue
- a readiness to use the language themselves eagerness and attentiveness

Pupils who are **Gifted in History** are likely to show some or all of the following characteristics.

- perform at levels of literacy that are advanced for their age;
- show particular skill at inference and deduction when reading texts;
- synthesise information to present a cogent summary;
- use subject-specific vocabulary confidently;
- follow and contribute effectively to a line of argument in discussion by making relevant contributions and substantiating points with evidence;
- access complex source materials with growing independence.

Historical knowledge

- have an extensive general knowledge, including a significant amount of historical knowledge;
- develop with ease a chronological framework within which to place existing and new knowledge;
- demonstrate a strong sense of period as a result of study.

Historical understanding

- grasp quickly the role of criteria in formulating and articulating a historical explanation/argument;
- understand and apply historical concepts to their study of history;
- be able to draw generalisations and conclusions from a range of sources of evidence;
- seek to identify patterns and processes in what they study, while being aware of the provisional nature of knowledge;
- appreciate that answers arrived at depend largely on the questions asked;
- recognise how other disciplines can contribute to the study of history and draw readily on what they learn in other subjects to enhance their historical understanding.

Enquiry

- be able to establish and follow a line of enquiry, identifying and using relevant information;
- be good at reasoning and problem solving;
- think flexibly, creatively and imaginatively;
- show discrimination when selecting facts and evaluating historical evidence;

- manipulate historical evidence and information well;
- appreciate the nature of historical enquiry;
- question subject matter in a challenging way;
- be intrigued by the similarities and differences between different people's experiences, times and places and other features of the past;
- thrive on controversy, mystery and problems of evidence;
- show resourcefulness and determination when pursuing a line of enquiry.

Pupils who are **Gifted in Geography** are likely to show some or all of the following characteristics:

- A natural curiosity about the world.
- An excellent knowledge of where places are and of topical issues.
- An ability to transfer knowledge and understanding from one situation to another.
- Be able to communicate geographical knowledge and understanding that is advanced for their age.
- Use subject specific vocabulary for their age.
- An ability to recognise, describe and explain patterns.
- Be good at reasoning and problem solving.

Art and Design

Fine Art:

An ability to have the pencil control to draw or paint exactly what they see or what they imagine.

- An ability to create 'realistic' pictures from their imagination (non-observational).
- An ability to copy colours (including shades, tones and textures) using a variety of media.
- An ability to use colour appropriately, both in background and foreground (including the subtlety of shades, tones and textures). This includes the use of appropriate pencils in pencil sketching.
- An ability to draw, paint or create in a variety of styles (with knowledge of those styles), particularly without reference to the original style.
- An ability to see pattern and composition in a piece of work, and deliberately develop the work accordingly.
- A desire to create the 'perfect' piece of work and a determination to achieve that goal.

Clay work/model making:

- An ability to manipulate clay to the desired shape, texture and size.
- An ability to 'see' the object in the mind's eye before embarking on the making process.
- An awareness and understanding of appropriate materials for given tasks.
- An ability to use clay (and other) tools to create the desired effect or usage.
- A desire to create the 'perfect' piece of work and a determination to achieve that goal.

Music

Talented children show most of the following:

- Children who are noticeably ahead in practical and rhythmic work
- Children who show an interest in music outside the normal class activities
- Children who can, or have the ability to play more than one instrument to an impressive standard for their age.
- Children who play a substantial part in extra-curricular musical activities in school
- Children with strong vocal and aural skills

Children are observed in lessons and set tasks to extend them and place them in positions of responsibility, e.g. music prefects have a supporting role to play in the organisation of the music year and relevant activities. Parents are contacted when a child shows an aptitude for music and the children are encouraged to take up instruments or vocal lessons in order to extend them.

Various clubs exist to achieve this purpose: Year 3/4 and Year 5/6 Chamber Choirs – auditioned, Consort Choir for invited members at Y5&6, Orchestra, Swing Band, Brass ensemble, String Ensemble, Recorder

Consort, Recorder Ensemble, Rock Band and Recorder Club. Children are identified as possible candidates for scholarships and prepared to the best of their ability.

Children take a prominent part in school musical productions, drama productions, the Sudbury Festival, Spring Concert, Carol Service and assemblies. The emphasis is to fall on instinctive rather than cultured talent and children are to be reviewed on an annual basis.

Sport

Talented children show most of the following:

- Children who are noticeably ahead in physical and technical work
- Children who show an interest in sport outside the normal class activities
- Children who show aptitude in one or more activities
- Children who play a substantial part in extra-curricular activities in and out of school
- Children with strong leadership skills

Children are observed in lessons and set tasks to extend them and place them in positions of challenge and responsibility. They will be given specific responsibilities during match play.

Parents are contacted when a child shows an aptitude for sport and the children are encouraged to extend themselves through internal and external clubs and fixtures. Numerous after-school clubs are run to achieve this purpose, varying from term to term along with Team Training Sessions which are sport specific.

Additional practices take place for further team preparation. Children are identified as possible candidates for scholarships and prepared to the best of their ability. The emphasis is to fall on instinctive rather than cultured talent and children are to be reviewed on an annual basis.