



POLICY FOR THE MORE ABLE AND TALENTED PUPILS

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Hendon Preparatory School **Policy for the More Able and** **Talented pupils**

Statement of philosophy

At Hendon Preparatory School, we are committed to providing an environment that encourages all children to maximise their potential – and this includes our more able children. Education in our school must provide for children of all abilities. We also aim to help our pupils to develop their personalities. Able pupils deserve an education that encourages and motivates them to achieve their full potential, learning at a pace that is appropriate to them within the moral, social and cultural framework of our school.

We want our pupils to

- Know
- Understand how
- To be a risk taker and to enhance their confidence and abilities
- To be a thinker
- To be able to explain how

This policy is also linked to the Teaching for Learning policy, Assessment policy, SEN policy and the EAL policy.

The More Able and Talented pupils benefit from pacy, purposeful classrooms where teaching is personalised, inspirational and fun.

“Effective provision for GT children in primary school” May 2008

Principles

In making provision for very able children Hendon Prep recognises that: All children have the right to have a challenging and appropriate education, if pupils have abilities beyond the large majority of their peer group, they need a curriculum that goes beyond the standard curriculum.

Aims

At Hendon Preparatory School we aim to raise expectations for all pupils

We have high expectations of all our pupils

We place an emphasis on self-reliance and independence for all our pupils

We ensure our teaching is purposeful, challenging for all pupils at their own level

We ensure that pupils are encouraged to stretch their capabilities to their highest level

We foster and encourage pupils in their specific talents and skills

At Hendon Preparatory School we are concerned for our pupil's social and emotional growth as well as their intellectual advancement

Definition

Able pupils are quick to understand and apply their knowledge and skills in creative and original ways. (DFEE LGNT 2000). Their attainment may vary across the curriculum.

To be regarded as more able and talented at Hendon Preparatory School, is to demonstrate a ***significantly*** higher level of ability and thinking than most children of the same age in one or more areas of the curriculum, or, in any of the following:

- Physical talent
- Artistic talent
- High intelligence
- Creativity
- Leadership
- Mechanical ingenuity

(Eric Ogilvie 1973)

It is worth remembering that children can be:

- High achievers in only one area
- Of high ability but with low motivation or behavioural problems
- Good 'all rounders'
- Of good verbal ability but with poor writing skills
- Very able but with a short attention span
- Very able but with poor social skills
- Keen to disguise their ability
- Have generic skills e.g. good memory, commitment, inquisitiveness, powers of observation, originality, general knowledge, quick thinking and leadership qualities.

Responsibility for More Able and Talented

At Hendon Prep all teachers are the teachers for the more able and talented

Extension work is usually carried out within the classroom using the skills and expertise of the class and specialist teachers in their subject

Advice and coordination for the most able is usually the responsibility of the Head of Department and the Director of Studies who will be able to support non-specialist teachers in their classroom

Identification

Statistically, a ratio of approximately 1 in 100 children is gifted. Identification of more able pupils, generally the top 20%, should be a balanced judgement from a range of sources and indicators, rather than being based on a one off assessment of pupils' ability. Sources of identification can include;

- Tests and assessments
- Teacher nomination
- Checklists (see appendix)
- Educational psychologists
- Parental nomination
- Peer nomination

Strategies

Whole School level:

- Prepare a curriculum which will meet the needs of all pupils but gives the more able pupils the scope to fulfil their learning potential.
- Contact individual subject Heads of Department for advice
- Liaise with the SENCO and Director of Studies for advice.
- Encourage independent learning
- Differentiate homework to reflect different levels of ability
- Be aware of the effects of gender, ethnicity, linguistic and social circumstances on learning and achievement
- Maintain high expectations
- Use a rich variety of teaching and learning strategies
- Recognise and reward achievement
- Identify and agree characteristics which may indicate more able pupils
- Consider withdrawal and/or mentoring and discuss this with the appropriate HOD or the DOS
- Communicate between phases and Year groups to ensure provision of resources and relevant INSET

Good practice at classroom level:

- Combat under achievement and passive learning.
- Avoid repetition of work by establishing prior knowledge and understanding
- Provide motivating challenge to stimulate the 'bright but lazy' child
- Never assume that more able pupils are easier to teach!

- Use varied and flexible groupings
- Differentiate by task (including homework) – matching tasks to ability
- Extension – open ended questions and tasks to deepen understanding rather than ‘more of the same’
- Challenge – with older pupils introducing elements of competition and set individual targets
- Promote problem solving and investigation activities – to develop reasoning and logical thinking
- Encourage independent learning through pupils organising their own work, carrying out challenging tasks unaided, making choices and developing self evaluation skills
- Have charts and displays that celebrate pupil’s thinking skills and responsible risk taking in all areas for example an EYFS pupil could try a new food. A key stage one pupil could show curiosity about a subject and find out a fact.
- The older pupil could demonstrate a new skill learnt, a piece of research independently undertaken, or an area of difficulty overcome in the classroom
- All these areas should be celebrated by the whole class
- Use book or cartoon characters to demonstrate the areas teachers wish pupils to take on board, Alice for curiosity and enthusiasm, Matilda for independence and initiative
- Encourage pupils to notice themselves and their peers showing these characteristics

Out-of class Activities

- Encourage pupils to take advantage of residential trips suitable for their age
- Out of school clubs run by the teachers and outside specialists can offer extension and stimulation for the more able and talented pupils
- Encourage pupils to bring “home learning” into school to enhance the class learning by pupils becoming teachers

Role of SLT and AGT co-ordinator

- To monitor identification of more able pupils
- To encourage a broad view of ability
- To ensure practice takes into account the needs of the more able
- To update colleagues on best practice/new initiatives as they arise
- To develop, in tandem with Heads of Department, provision for extension and enrichment material
- To assess and support the pupil and the family with any difficulties that arise
- To review policy annually
- To support families with the more able and talented pupil

- To maintain a portfolio of work to demonstrate able and talented pupils

Further Guidance

Break down the expectation of learning in any lesson into four categories as outlined below then the needs of the very able will be met

Minimum: What all learners will know or be able to do by the end of the lesson

Median: What the majority of learner will know, or be able to do by the end of the lesson

Extension: What able learners will know or be able to do by the end of the lesson

Optimum: Those objectives obtained by the very able pupils achieved by negotiation and support of the teacher

Personal and Social Education

Gifted and talented pupils may be working at a higher level than their peers but it is important that teachers and parents take into consideration their social and emotional needs.

- Pupils at Hendon Preparatory School are, unless there are exceptional mitigating circumstances, kept within their chronological year group. This ensures that pupils interact and learn from pupils of their own age and emotional development.
- It is important that these pupils are stretched and challenged within their class setting
- Parents are often concerned about their children's social and emotional development and the pupils may also find this area rather difficult and challenging
- Any problems in this area should be referred to the AGT co-ordinator
- The SENCO will assess the situation with the help of SLT and class and form teachers. The AGT co-ordinator will then have a meeting with the parents to discuss the right course of action and support that the pupil and his/her family will benefit from

Role of a more AGT co-ordinator

- To revise the school policy, especially in regard to changes in local and national conditions
- To have links with HODs on policies and procedures
- To co-ordinate HODs in-service to disseminate good practice to class teachers
- To gather information relating to identification of AGT pupils
- To establish and maintain the register of AGT pupils and make regular updates
- To co-ordinate the drawing up of any IEPs
- To carry out any reviews at regular intervals

- To liaise with all phases to ensure continuity and progression
- To liaise with outside agencies and associations
- To ensure that departments have a suitable bank of enrichment materials accessible to the staff
- To monitor provision in the school development plan for AGT provision

Monitoring and evaluation

The provision for AGT pupils will be done by class and subject specialist teachers. The Assessment co-ordinator and the Director of studies with the AGT co-ordinator will be responsible for maintaining the expected levels of the AGT pupils and will liaise and support the teachers in maintaining standards set for these pupils.

Success Criteria

These will include

- Is the identification procedure operating?
- Is the range of enrichment activities being provided?
- Is the work of the classroom being differentiated to provide challenge for all learners?
- Does the data for all key stages show evidence of exceptional achievement?

JA/FH Jan 07

Reviewed : DK/FH/NK Apr 08

Reviewed: FH Sept 2009

Reviewed FH April 2011

Reviewed FH February 2012

Reviewed FH January 2013

Reviewed March 2015

Reviewed November 2016

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Appendix

Name of Child ----- Date of Birth-----

<p>Subject strengths (include assessment data, GOAL, NSI etc)</p>	
<p>Generic skills (memory, general knowledge, task commitment, speed of thought, inquisitiveness, imagination, originality, powers of observation, ability to solve problems, independence in learning...)</p>	
<p>Particular interests</p>	
<p>Social aspects (Quality of relationships with adults, peers, older pupils, younger pupils..)</p>	
<p>Parental comments</p>	