



MORE ABLE, GIFTED & TALENTED

This policy relates to all sections and activities of the school and its pupils: the Senior School (Years 6-11), the Junior School (Years 1-5) and the Early Years Foundation Stage (EYFS).

1 AIMS

1.1 One of the central aims of Red House School is to give all pupils opportunities to maximise their potential within the academic curriculum and/or through co-curricular activities.

1.2 At Red House, we aim:

- To use a broad range of qualitative and quantitative data to identify our most able pupils.
- To build on existing systems of monitoring and evaluation to track the progress of these pupils.
- To recognise those pupils who may have the potential but currently underachieve.
- To ensure that all staff receive appropriate support and training in identifying and providing for More Able, Gifted and Talented pupils.
- To provide an education which is appropriate to the abilities and needs of More Able, Gifted and Talented children.
- To provide support and challenge in the classroom, within an ethos of high expectations and across the broad curriculum of the school.
- To provide opportunities for working at higher cognitive levels.
- To ensure that where necessary, individuals receive academic or pastoral support to overcome identified barriers to learning.
- To develop strategies for more able pupils, with the knowledge that this will also benefit all children and enhance learning in the whole school.
- To provide a range of additional opportunities to develop the experiences of our most able pupils.
- To work with parents to help pupils achieve their potential and to be ambitious.

2 DEFINITIONS

2.1 At Red House School, we choose to use the definitions 'More Able' and 'Gifted' and 'Talented'.

2.2 More Able - pupils who perform consistently at the top of the year group in an academic subject. Each subject area will have their own criteria for identification of More Able pupils. Generally, the top 10% of the year group in a particular subject area will be classed as More Able.

2.3 Talented - pupils who show a talent or promise in a creative or sporting area: Music, DT, Art, Drama, Dance, Sport and ICT (this list is not exhaustive).

2.4 Gifted - pupils whose underlying ability data (INCAS and MIDYIS) puts them in the top 5% of their year group.

2.5 In defining More Able, Gifted & Talented pupils, the following should be considered:

- A pupil may demonstrate high ability over many areas of the curriculum. Equally a pupil may be considered More Able or Talented in only one area.
- More Able, Gifted and Talented pupils may underachieve if they are not presented with appropriate opportunities, do not work within a curriculum that promotes creativity and enjoyment, do not benefit from teacher recognition and encouragement or do not enjoy positive peer recognition.
- More Able, Gifted and Talented pupils may not wish to be identified as such by their peers or adults.
- Motivation of pupils may be limited by their wish to avoid peer pressure of all kinds and they may choose to 'coast' through the curriculum.
- More Able, Gifted and Talented pupils may have Specific Learning Difficulties, emotional or behavioural difficulties which may mask their gifts or talents.

3 IDENTIFICATION OF MORE ABLE, GIFTED AND TALENTED PUPILS

3.1 In order to achieve this for more able, gifted and talented pupils they must be initially identified so that appropriate provision is made to maximise their potential. This will take the following forms:

- Professional judgement by class/subject teachers, specialist Music teachers, Sports teachers or coaches, etc.
- Shared knowledge and experience of individual pupils.

- Information from other sources, including parents, pupil records, education psychologists' tests and reports (if appropriate) and talents shown in co-curricular or out of school clubs.

3.2 Within the knowledge that:

- The identification process is rigorous, transparent, fair and inclusive.
- Pupils talents can be recognised at any time or in any area of school life.
- Identification is an ongoing process and subject to continuous review.
- Under-achieving More Able, Gifted and Talented pupils also need to be identified.

3.3 The main methods of identification at Red House are:

- Testing, formally or informally, INCAS, MIDYIS, etc.
- Academic tracking.
- Nomination by teachers, parents and others (see 3.1 above).
- Providing pupils with opportunities in which to succeed, from which it should become clear if pupils, have or not, notable ability.
- Class teachers (Junior School), subject teachers and Heads of Department are responsible for the identification of More Able and Talented pupils, supported by documentation.

4 BASELINE TESTS

4.1 The baseline tests, INCAS (Years 1-6) and MIDYIS (Year 7 and Year 9), are used throughout Key Stages 1, 2 and 3 to measure potential, and therefore they are the ideal academic measure to identify potentially able/gifted pupils.

4.2 The table below gives the boundary standardised scores from the MIDYIS tests to identify broadly more able and gifted pupils:

Score Mean = 100 SD = 15	Top	To be recorded in teacher planner
130+	2%	Gifted
115+	16%	Able

5 RESPONSIBILITIES

5.1 Head of the Junior School and the Assistant Head (Academic)

It is the responsibility of the Head of the Junior School and the Assistant Head (Academic):

- To compile a list of more able, gifted and talented pupils and this list to be shared with staff when MIDYIS/INCAS data is shared.
- To ascertain the professional development needs of staff and work with the Head in providing appropriate support.
- To assist with class teachers and subject teachers to take account of the needs of Gifted and Talented pupils.
- To assist Heads of Department in providing resources for such pupils.
- To ensure identification processes are in place throughout the school and are used to maintain a register of More Able, Gifted and Talented pupils.
- To advise on appropriate target setting for such pupils.
- To promote co-curricular activities and involvement in the wider community for such pupils.
- To ensure that the appropriate records are kept passed on to the next phase of education.
- To ensure that parents are kept fully informed about the progress of their Gifted and Talented children.
- To review educational literature related to Gifted and Talented children and bring this to the attention of the staff body.
- To facilitate opportunities to discuss more able, gifted and talented at whole school academic meetings.

5.2 Subject Leader (Junior School) and Head of Department (Senior School)

It is a Subject Leader and Head of Department's responsibility to:

- Where possible, to provide a range of resources for More Able, Gifted and Talented pupils in their curriculum area.
- To ensure the needs and provision for the More Able, Gifted or Talented pupils in their curriculum area is stated in their policy or scheme of work.
- To monitor the progress and achievements of More Able, Gifted and Talented pupils in their curricular area to see if their attainment matches their high potential. Progress will be reviewed by the Assistant Head (Academic), the SENCo, the Head of the Junior School, Key Stage Leaders and Heads of Years, and form tutors during termly report review meetings.
- To indicate in their schemes of work how differentiation will be used to challenge and extend the more able/gifted. There will need to be extension tasks which include higher order thinking skills.
- Provide enrichment programmes so that all pupils have access to a wide range of activities in addition to the normal curriculum. Such activities to be inclusive and available to all as far as possible but able/gifted pupils should also have the opportunity to be stretched and challenged.

- Keep evidence of high-quality work from pupils.
- Review more able, gifted and talented provision at departmental meetings.

5.3 Class Teacher (Junior School) and a Subject Teacher (Senior School)

It is a class teacher and a subject teacher's responsibility to:

- To record more able, gifted and talented pupils into their teacher planners.
- To provide suitably differentiated short term planning.
- To identify in their planning appropriate opportunities for enrichment and extension.
- To plan opportunities for the development of different learning styles within the classroom.
- To identify children who are More Able or Talented and inform the Subject Leader/Head of Department and the Head of the Junior School/Assistant Head (Academic).
- To involve pupils in target setting and self-assessment procedures to give them increased responsibility for their learning.
- To contribute appropriate items to the Enrichment website for the benefit of pupils or staff.
- When a pupil's talent necessitates absence from school, e.g. competing in elite sport, teachers will make arrangements to ensure the pupil's academic progress is maintained.

6 PROVISION FOR MORE ABLE, GIFTED AND TALENTED PUPILS

6.1 General academic provision

This is carefully matched to individual assessment needs and potential and coupled with realistic expectations of progress and the anticipated outcomes. Tasks provided should be more advanced, open-ended and flexible than for average pupils and thus offer an extended, enriched curriculum. Within each subject, opportunities are also provided within the classroom:

- Enrichment:
 - Pupils are given experiences to broaden horizons and to supplement and enrich the normal curriculum.
 - The enrichment task is not simply repetition of previous activities.
- Extension
 - In extension work the student moves to higher order skills; for example, from knowledge to comprehension and application, from analysis to synthesis and finally to evaluation.

6.2 Co-Curricular provision (see Co-Curricular Activities Policy)

Where appropriate this aims to:

- Provide the enrichment and extension needed across curriculum areas.
- Highlight awareness amongst staff for the need to provide challenging work for More Able, Gifted and Talented pupils.
- Provide an opportunity to enhance pupils' independence in learning.
- Provide situations to develop skills and acquire new ones.
- Promote individual learning programmes as appropriate to the needs of the pupil - this may include withdrawal from the main class.
- Inform pupils and parents of external opportunities that would be of benefit and interest.
- Use specific assessment for inclusion and participation in the wider community's provision for Gifted and Talented pupils.

7 EARLY YEARS AND FOUNDATION STUDIES (EYFS)

- ### **7.1**
- In EYFS at Red House, we recognise that some pupils may demonstrate particular academic ability and/or talents where they may be achieving well above the expected mile stone; for example, working on National curriculum Year 1 objectives while in Nursery. These pupils are recorded on a whole school register kept by the SENCo. They are supported through the individualised learning approach within the Foundation Stage.