



Our Lady's Preparatory School and Day Nursery

Able, Gifted and Talented Children Policy 1.4

Background to the Policy

At Our Lady's Preparatory School, we aim to:

- Help our pupils to develop their skills and abilities, intellectually, emotionally and socially.
- Provide teaching which makes learning challenging, engaging and enables pupils to reach their potential.
- Be committed to working for quality and equality of opportunity.

This policy is an integral part of the school's broader development of maximum inclusion of educational opportunity for all pupils and states our commitment to providing an environment in which all pupils are enabled to realise their potential.

Aims

This policy is intended to support the following aims:

- Raising of aspiration for all pupils
- High expectations of achievement for all students
- Greater enterprise, self-reliance and independence for all students

In order to achieve these aims, we will ensure that all students have opportunities to develop specific skills or talents.

The school is an affiliated member of Potential Plus UK (www.potentialplusuk.org), an organisation which aims is to enable children of all ages with high learning potential to grow in confidence, thrive and achieve social, emotional and academic fulfilment. Teachers, parents and able, gifted and talented children themselves can refer to the website for support on identification of such learners, support, resources and activity ideas.

Definitions of Able, Gifted and Talented (AGT)

There are many definitions of “gifted and talented” but Excellence in Cities (EiC) guidance suggests:

- “Gifted” learners are those who have abilities significantly above average in one or more subjects in the statutory curriculum other than art and design, music and PE.
- “Talented” learners are those who have abilities significantly above average in art and design, music, PE or performing arts such as dance and drama.
- “Able” learners are those who have abilities above average in one or more subject areas or domains.

The term “gifted and talented” should not be interpreted as referring to the most able children in the national population. The term should be seen as relative and refers to the top 5% to 10% of any school, regardless of the ability profile of pupils at the school.

Within the School and EYFS, we recognise that gifted and talented pupils can be:

- Good all-rounders.
- High achievers in one particular area.
- High in ability but have poor writing skills.

We also recognise that those pupils who are gifted and talented do not always show their ability. Such pupils are gifted and talented even though their abilities may be hidden or remain as potential abilities to still be realised.

Identification of Gifted and Talented Children

Gifted and talented students are identified from analysis of various information sources such as:

- Test scores (such as English, maths and science, end of year tests (GAPS, PIRA, PUMA); InCAS test scores).
- Teacher nomination (based on classroom observation, discussions with pupils, work assessment).

- Peer or self-nomination.
- Parental nomination.
- Predicted or actual test / examination results.

Reading Ages

This information is collated by the gifted and talented co-ordinator and the assessment co-ordinator and is made available to all staff. The gifted and talented register is regularly reviewed and updated.

Organisational and In-class Approaches

Important strategies to support gifted and talented children include:

- The coherent management of pupil groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of gifted and talented pupils in some groups, there will be pupils who have gifts and talents in all groups.
- The provision of opportunities for gifted and talented pupils to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with older pupils occasionally.
- Mentoring and additional provision for pupils of exceptional ability.
- Provision of enrichment/extension activities and tasks.
- Differentiation within subject areas.
- The development of independent learning by allowing pupils to organize their own work, to carry out tasks unaided, evaluate their work and become self-critical.

Out of Class Activities

The following are offered on a regular basis and, although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practice and extend their skills.

- Enrichment days
- Residential experiences
- School clubs
- Musical and sporting activities.

Coordination and Monitoring

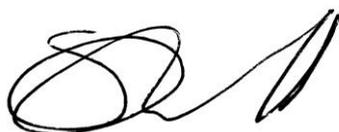
The gifted and talented coordinator has overall responsibility for ensuring that the policy is implemented and co-ordinating the monitoring of progress. The coordinator must ensure that the professional development programme includes relevant aspects of gifted and talented provision.

Monitoring & review

The School will review this policy every two years and any guidance or advice published by the DfE, ISI and/or other relevant bodies will be monitored on an ongoing basis, in the event that ad-hoc amendments or revisions are appropriate outside of this timeframe.

Reviewed: September 2019

Signed:

A handwritten signature in black ink, appearing to read 'Simon Cassell', with a stylized flourish at the end.

**Simon Cassell
Deputy Headteacher**

To be reviewed: 24 months from “Reviewed” date