



FALCONS PRE-PREPARATORY SCHOOL

Able, Gifted and Talented Policy

2021 – 2022

Primary person responsible for updates to this policy: Charlotte Llewellyn

Job title: SENDCo

Last review date: June 2021

Next review date: June 2022

Relevant ISI coding (if applicable)

Circulation:

This policy has been adopted by the governors and is available to parents on request. It is addressed to all members of staff and volunteers and applies whenever they are working with children.

'Parents' refers to parents, guardians and carers.

This policy applies to all children in the school, including those in the EYFS.

Introduction

In our school we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach their highest level of personal achievement. This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified as able, gifted or talented.

Definition

At The Falcons we define able and gifted pupils as those with strong intellectual and academic abilities.

We define talented pupils as those who excel in specific areas, for example, music, art and design, drama, and sport.

Aims and Objectives

- to identify able, gifted and talented pupils so that we can provide them with opportunities that stimulate and inspire
- to encourage higher level thinking skills and independent learning
- to provide a range of platforms and experiences in which able, gifted and talented pupils can shine

Identification

Able and Gifted

Class teachers and other subject specialist teachers who come into contact with pupils are responsible for the identification of Gifted and Talented children.

In order to help with the identification process, the standardised scores in the PIE and PIM, PIPS, and reasoning tests are also used so that there is an objective baseline to work from. We look for children whose scores are above 120 for our able group, and above 130 for our gifted group.

A short list of potential pupils is compiled and considered against this checklist:

In comparison with their peers, when engaged in their area of expertise, able, gifted and talented young people will tend to:

- show a passion for particular subjects/ areas of interest and seek to pursue them
- master the rules of a domain easily and transfer their insights to new problems
- analyse their own behaviour and hence use a greater range of learning strategies than others (self-regulation)
- constantly make connections between past and present learning

- demonstrate intellectual curiosity
- show intellectual maturity and enjoy engaging in depth with subject material
- actively and enthusiastically engage in debate and discussion on a particular subject
- produce original and creative responses to common problems

(Taken from: Effective Provision for Gifted and Talented Pupils in Secondary Education 2007)

Talented

The specialists teaching art, music, drama and sport select pupils that excel in their areas. They use their professional judgement.

Delivery

All able, gifted and talented pupils are provided with opportunities to extend their learning:

- the staff are trained in developing higher level thinking skills
- the able, gifted and talented pupil is encouraged to attend certain after school clubs or scholarship classes
- the able, gifted and talented pupil is encouraged to enter out of school competitions in various disciplines
- the able and gifted pupil is enriched through differentiated work within the classroom as provided for in the weekly planning
- the talented pupils are encouraged to join the choir or sporting teams within school or outside
- teaching staff will differentiate classwork accordingly and note this on their planning
- This blog post from NACE (National Association for able Children in Education) offers some enrichment ideas.

<https://www.nace.co.uk/blogpost/1761881/329136/10-challenging-enrichment-activities-to-engage-more-able-learners>

Understanding able, gifted and talented

At The Falcons School for Boys we understand that:

- able, gifted and talented pupils are often fast workers, but they should not just be given more of the same work. What will stimulate them is a new challenge or added complexity

- we should promote specific provision within subject areas (for example photography, another language, chess)
- some able and gifted pupils perform at a level lower than their capacity because they do not like to feel different.
- some able and gifted pupils may be hard to manage because they are bored
- some able, gifted and talented may be vulnerable because their cognitive development is beyond their social or emotional development or beyond their physical ability to write
- able and gifted pupils may be seen as a threat to the teaching because they always seem to know the answer or can pose awkward questions.
- contrary to what is often believed, able and gifted pupils also need support. The teachers are encouraged to sometimes work with their able and gifted pupils while a teaching assistant works with the rest of the class.
- This research project (from 2006) should be read to help teachers understand the Gifted and Talented in KS1. <https://dera.ioe.ac.uk/6402/1/rr741.pdf>

Assessment and Monitoring

The SLT/Assessment co-ordinator/SENDCo/ALT organises the monitoring of the provision for able, gifted and talented.

- Each September – following any screening assessments – the register is compiled. Standardised scores are taken into account and those with a specific talent as identified by the specialist teacher.
- At a staff meeting during the Autumn term a list is compiled of the opportunities that could be offered to the children on the able, gifted and talented list. The list is reviewed termly.
- In the yearly monitoring programme the heads of department are asked to report back on how the needs of the able and gifted children are being met, and to what extent the staff are developing higher level thinking skills.

Record Keeping, Transfer and Transition

- The details of the children on the Able, gifted and talented register will be passed on to next teachers or to the next school as deemed necessary.
- Assessment data will be kept to show the pupil is working consistently at a higher level than their peers.
- A, G & T students that find it hard to transition will be offered support prior to and in their new setting.