



# Brentwood School

## PREPARATORY

### **POLICY FOR ACADEMIC ENRICHMENT**

***This policy is applicable to all Preparatory pupils including those in the EYFS.***

#### **Rationale**

All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. In our school we aim to provide a curriculum that is appropriate to the needs and abilities of our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement.

This policy outlines the school's practice and procedures relating to the support of exceptionally able and talented pupils.

#### **Definition**

We embrace a 'growth mind-set' philosophy and believe that all children have the potential for profound intellectual, cultural, emotional and spiritual growth. The school, therefore, considers that "**exceptionally able and talented**" pupils are those pupils who achieve, or have the ability to achieve, at a level significantly in advance of the average for their year group. At Brentwood School we identify the top performers of the school as "Exceptionally Able or Talented".

In addition, the remaining majority of pupils are still considered to be talented due to other particular abilities within any one subject, e.g. creative writing in English or High Jump in P.E.

#### **Identification Strategies**

We use a range of strategies to identify exceptionally able and talented children. The identification process is ongoing and begins when the child joins our school and involves staff, pupils, parents and carers. Data taken into account will include.

- Information from parents and carers.
- Information from previous teachers or pre-school records.
- Discussions with pupils.
- Identification by staff using professional judgements, class work and test and assessment.

## **Record Keeping**

- Pupils identified by the school as being exceptionally able and talented have their names circulated to all staff on a termly basis.
- The Enrichment Coordinator monitors the progress of our most able children termly in their area of ability and seeks to ensure that teachers are providing appropriate challenge within their lessons and to identify other opportunities in which the school can provide, stretch and challenge our most able pupils.
- Monitoring is carried out through discussion with staff and pupils, review of twice yearly reports and by termly, subject, scrutiny of work.

## **Checklist for identifying exceptionally able and talented children**

Is among the top performers at Brentwood Preparatory School and is likely to demonstrate many of the following characteristics.

- has outstanding powers of reasoning
- can apply abstract reasoning to specific situations
- can generalise from specific facts
- is good at establishing relationships between different facts or sets of facts
- is eager to learn
- finds it easy to learn
- has a wide range of interests inside and outside the classroom
- can concentrate and persevere to a greater extent than other children of the same age group
- can work alone effectively
- can read from an early age and reads quickly and widely
- has good powers of observation
- is a 'self-starter', keen to press ahead with work
- is original, both in expressing ideas and receptiveness to new facts and situations
- can assimilate and retain ideas and facts readily
- can solve mathematical problems
- is imaginative
- can follow directions with ease
- can see many different kinds of responses to a problem
- can adapt and use the ideas of others
- can draw conclusions from facts presented

## **Special provision for our most able children**

We make special provision in the following ways;

- teachers plan work that is differentiated within tasks set and / or through outcome that will challenge our most able children by asking for ***greater depth of responses; a broader range of responses or that goes at a faster pace than expected.***
- we host regular exceptionally able and talented workshops in a variety of subjects
- we offer a wide range of co – curricular clubs and activities

- we undertake educational day visits and residential visits to enhance all of our children's experience of the curriculum and this benefits our most able children significantly
- we recognize the value and challenge of asking children to carry out independent study and provide opportunities where appropriate
- we recognize the importance of children setting their own questions and investigations and provide opportunities where appropriate
- we ensure that our most able performers in sports are offered the opportunity to play for school teams based on a judgement of ability and not age and that they are supported in their sports activities outside school wherever possible
- we ensure that our talented musicians are encouraged to develop their performance skills through our regular concerts and performance in assemblies. We also support able musicians in their musical activities outside school wherever possible
- we recognize the importance of stimulating the use of higher order thinking skills rather than asking children to complete more of the same

### **Liaison**

Regular liaison within all parts of the Prep School and with the Senior School is maintained to ensure continuity of progression.

### **Inclusion**

Exceptionally able and talented pupils have equal access to all aspects of the curriculum and school life. The school recognises that some exceptionally able and talented pupils may be keen to specialise early in some activities to the detriment of other experiences or subjects of the curriculum. However, pupils will be encouraged to fulfil their potential in subjects in which they are able and talented without reducing the breadth of their curriculum and personal experience of any extra curricular activities.

### **Staff Development and Training**

The school makes use of staff training and whenever possible, enables staff to attend courses and conferences on issues regarding exceptionally able and talented children.

The Enrichment Coordinator also disseminates to staff relevant professional articles when appropriate and undertakes to provide appropriate meeting time, periodically, for review and discussion of the policy and consideration of teaching strategies.

### **Leadership and Management**

The Enrichment Coordinator acts as coordinator for exceptionally able and talented pupils at the school and:

- Maintains the record keeping in consultation with other staff;
- Monitors the school's provision for pupils identified as being exceptionally able or talented;

- Monitors the progress of pupils identified as being exceptionally able or talented by making termly reviews and by the monitoring of individual assessments (mid-year and end of year reports).