

Broomfield House School
ABLE, GIFTED AND TALENTED

This Policy, which applies to the whole school including the Early Years Foundation Stage (EYFS), is publicly available on the School website and upon request a copy, (which can be made available in large print or other accessible format if required), may be obtained from the School Office.

Introduction

We believe in providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. Our School has a responsibility to ensure sustainable and effective provision for the needs of gifted and talented pupils. The aims of this policy are aspirational and evolutionary. Gifted and talented provision should meet the specific learning needs of these pupils. Such provision should improve achievement for all pupils by giving appropriate challenges. Provision for the gifted and talented should be rooted in the notion of ‘developing expertise’, and is not just about passing more exams. Gifted and Talented Education includes able, gifted and talented pupils. The needs of our gifted and talented children are managed through our Individual Learning Enhancement Programme.

Definitions

The following definitions have been sourced from the Richmond upon Thames Brough Council and form a part of their recommendations. We believe these definitions to be useful and accurate. They are:

- **Able:** pupils who have the potential or capacity to develop expertise in one or more areas of learning or performance;
- **Gifted:** pupils who have a broad range of achievement at a level well above average, typically in the more academic subjects;
- **Talented:** pupils who excel in one or more specific fields, typically those that call for performance skills, such as sport or music, but who do not necessarily perform at a high level across all areas of learning.

There will be a percentage of the children in our school who will be considered as gifted and/or talented. Provision will made for these children within normal class teaching, but sometimes we will provide enrichment or extension activities to promote their skills and talents still further. Children who fall into the category of very able learners require a specific orientation to ensure their needs are addressed. The following criteria illustrates the possible dichotomy between bright/able children and truly gifted and talented individuals:

Bright child	Gifted and talented child
Interested in excess of the norm	Highly curious; wonders a lot and articulates a creative response
Often has good ideas	Inevitably has strong insights and often conspicuous signs of lateral thinking
Answers questions appropriately with strong degree of accuracy	Elaborates on sharp insightful observations; makes excellent connections with other information domain - good at bridging
Repetition is required for strong skill	One or two repetitions are required for mastery of deep understanding
Has strong propensity to understand	Constructs abstractions readily
Grasps meanings beyond that which expected	Draws inferences, readily concludes would be
Recreates with great accuracy	Creates original work
Solid technician or operator	Readily creates and invents
Absorbs information	Manipulates information
Has a good ability to memorise	Very good at memorising and making informed guesses
Makes sound observations when shown how	Highly self-critical and has a tendency to set exceedingly high standards
Enjoys and motivated by straightforward sequential challenges	Thrives on complex challenges

For identification purposes gifted and talented children can be grouped as follows:

- Broadly gifted - excel in all they do and enjoy that success; easy to identify;
- Talented - possess a particular, if not striking, ability in one area, e.g. Maths or Music; relatively easy to identify as they tend to be academically able and successful.

While we recognise and cater for these particular categories of children in our school, at the same time, we respect the right of all children, irrespective of differences in ability, to access various areas of learning, both for their self-fulfilment, and for their eventual development into active and responsible adults. We value the individuality of all our children and ensure that our teaching and learning takes into account the needs of all the children. We are committed to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our very able and more able children. In our mission statement, we declare accordingly that we value the individuality of all our children.

Aims

The school's aims and objectives encourage all pupils to reach their true potential and eventually become independent learners who value learning with and from others while embracing initiative. The school aims to:

- ensure that school policies include a focus on the needs of gifted and talented children;
- develop effective school-wide strategies to identify, educate and support the gifted and talented;
- develop a sustainable and effective curriculum, and extracurricular provision for all able, gifted and talented pupils;
- try to ensure that provision has optimum impact on the progress of able, gifted and talented pupils;
- explore and develop means of collaboration to help able, gifted and talented pupils and provide for their needs;
- enable children to develop to their full potential;
- ensure that we challenge and extend the children through the work that we set them.

Identification of gifted and talented children

We use a range of strategies to identify gifted and talented children. The identification process is ongoing, and begins when the child joins our school. Each child's pre-school record gives details of achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records. Observations by the teacher take place during a child's first term in the Early Years. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's Foundation Stage profile with the parent or carer, and use this information when planning for individual needs. As the children progress through the school, we test them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets. We identify them as very able and more able children when they achieve high levels of attainment across the curriculum (very able), or in particular skills or aspects of subjects (more able). Broomfield House has a register which is regularly reviewed and continuously updated, identifying students either through achievement.

Multiple criteria and sources of evidence are used to identify able, gifted and talented pupils within the school. An accurate record of able, gifted and talented pupils is maintained and updated at regular intervals. The record is supported by a monitoring, progress planning and reporting system managed within our ILE programme. The processes of identification are regularly reviewed in light of pupil performance and value-added data.

We track the progress of all children in each class at regular intervals throughout the year using the data held on our Portal (managed by Double First Engage, the School Management Information System). Whole class tracking allows us to more easily identify children who are performing at levels significantly higher than most of the children in the class. The children undertake GL (NFER) assessment each year: Progress in Maths, Progress in English, Verbal and Non-Verbal Reasoning tests together with end of year QCA tests in English and Maths. This

information is then reported back to the parents. Using the standardised scores derived from the GL (NFER) tests, we can compare our results with national data; we can also, using our own historic records of pupils' progress, ensure that each child is making appropriate progress.

Each teacher regularly reviews the children's progress and records are kept within our ILE programme. Teachers discuss the children's progress with parents at Parents Evenings, and provide a termly report on each child's progress. Referral, assessment and identification can come from diverse sources, e.g.:

- teachers request following observation
- parental request
- management request
- following blanket testing of Foundation Stage
- GL (NFER) or QCA Tests.

Co-ordinating and managing provision

The gifted and talented programme is coordinated by the ILE team which is responsible for:

- The implementation of the gifted and talented policy
- Liaising with and advising staff on matters regarding gifted and talented children
- Co-ordinating the provision of extension activities for any child who is classified as highly able in addition to their normal schooling
- Monitoring the records of all very able children
- Liaising with parents to make them aware of the child's talent or giftedness if necessary and to work with them as a partnership to support the child

All staff who work with the children are aware of the procedures for identifying, assessing, monitoring and making provision for gifted and talented pupils. All pupils who are identified as gifted and talented will be entered onto a school register. This register will be reviewed on a termly basis. Any child registered as being 'gifted' may have provision of extension activities. Indicative examples of this are:

- Children in Year 6 who do sufficiently well in their Nfer maths tests (scoring above 130) in the Summer term of Year 5 will be invited to sit the World Class Tests (a programme originally devised by the Qualifications and Curriculum Authority) in the year in which they enter Year 6. It is possible that other children may also be entered for this test according to teacher review of all pupils on entry into Year 6. These tests are aimed at pupils who are nationally in the top 10% ability range in mathematics and/or problem solving.
- Children in Years 4, 5 and 6 attend a weekly extension maths club to focus on problem solving and additional maths beyond their year group curriculum.
- Our Chamber Choir offers opportunities for our most able singers to develop their voices, their ability to sing in parts and to perform at a high level.
- Our sport's Red Team enables talented players to play up a year and to participate in our most competitive matches and tournaments.

Aptitudes in English and Mathematics

Gifted children in English are identified when they:

- demonstrate relatively high levels of fluency and originality in their conversation;
- use research skills more effectively to synthesise information;
- enjoy reading, and respond to a range of texts at a more advanced level;
- use a wider vocabulary, and enjoy working with words;
- see issues from a broader range of perspectives;
- use more advanced skills when engaged in discussion.

Gifted children in mathematics are identified when they:

- explore a broader range of strategies for solving a problem;
- are more curious when working with numbers and investigating problems;

- see solutions more quickly, without needing to try all the options;
- look beyond the question in order to hypothesise and explain;
- work more flexibly, and establish their own strategies;
- enjoy manipulating numbers.

Teaching and learning

A range of methods/strategies are employed to meet the needs of the able, gifted and talented pupils. Teaching and learning is suitably challenging and varied to promote breadth, depth and pace, and to promote high achievement. Innovation and new technologies are used to raise achievement and stimulate motivation. Innovative models of learning beyond the classroom are developed in collaboration with local, national and international schools and colleges to enhance teaching and learning. Coherent strategies are developed to direct and develop individual expert performance via external agencies.

Our teachers plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning, such as by providing:

- a common activity that allows the children to respond at their own levels;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- opportunities for children to progress through their work at their own rate of learning.

Children are familiarised with a variety of organisational strategies as they move through the school. These strategies can be used by all children, but give due scope to higher achievers. From Year One, we set individual pupil targets for Literacy and Numeracy. The children know their targets and they are updated every half-term, or earlier if a child reaches his/her target(s). The school endeavours to ensure those designated as 'gifted and talented' are appropriately challenged and provided for through the setting of individual targets in Maths and English. Gifted and talented children may be academically several years ahead of their peers but are still likely to be emotionally and socially at their chronological age.

In meeting the needs of gifted and talented, the following is considered:

- planning schemes of work and the broader curriculum with specific consideration being given to the gifted and talented children;
- planning and implementing related issues, e.g. resources, differentiation, teaching and learning styles;
- developing enrichment and extension materials to stretch the most able;
- the structure and dynamic of different teaching groups.

We offer a range of extra-curricular activities for our children. These activities offer higher achievers the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs, as already described.

Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children. The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

Management strategies

The ILE team coordinates the provision and practice within the school for gifted and talented children. This role includes:

- running a register of gifted and talented pupils, and keeping it up to date;
- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken across all curriculum areas by the higher achievers;
- regularly reviewing the teaching arrangements for these particular children;

- monitoring their progress through termly discussions with teachers;
- supporting staff in the identification of these children;
- providing advice and support to staff on teaching and learning strategies;
- liaising with parents, carers and the Proprietor on related issues;
- ensuring there is a focus on gifted and talented children in the school.

Standards

Levels of attainment and achievement of able, gifted and talented pupils should be high, in relation to the rest of the school.

Assessment for Learning

Assessment data is used by all teachers across the school to ensure challenge and sustained progress in individual pupils' learning. Formative assessment and individual target setting is part of established practice.

Transfer and Transition

There are clear processes to ensure productive transfer of information i.e. from school to school (as requested), class to class, and year to year. Transfer data is used to inform planning of teaching and learning at subject and at individual level to ensure progression according to ability rather than age.

Leadership

The Headmaster, Deputy Heads (in particular for academic development) , senior teachers and the ILE team are responsible for leading gifted and talented provision within the school.

School Ethos and Pastoral Care

Success is celebrated across a wide range of abilities. Equal emphasis is placed on high achievement and emotional well-being.

Excellence Board

High quality written work (including pictures) is shared and celebrated by being displayed on the Excellence Board in the school Atrium. Easily accessible to all children these examples can prove motivational to others.

Concerns/Complaints/Further Advice

Any complaints or concerns about Broomfield are subject to the school complaints procedure available to parents in writing from the school office.

Engaging the Community, Families and Others

Parents and carers are informed of developments and encouraged to be actively engaged in extending their children's education. Support from outside agencies is integrated.

Partnership with parents

After discussion with the School PTA, parents and staff, all agree that the Gifted and Talented programme will be managed by the staff and parents will be informed of any special activities only as necessary but not as standard practice.

Confidentiality

Our work with children and families will sometimes bring us into contact with confidential information. To ensure that all those working here can do so with confidence, we will respect confidentiality in the following ways:

Parents will have ready access to the files and records of their own children but will not have access to information about any other child.

Staff will not discuss individual children, other than for the purposes of curriculum planning/group management,

with people other than the parents/carers of that child.

Information given by parents/carers to the school will not be passed on to other adults without permission.

Monitoring and review

The Proprietors monitor the school's provision for gifted and talented pupils in support of the school's efforts to help these pupils to reach their full potential.

Signed:



Last Reviewed: Dec 2018

Next Review: Dec 2019

Mr Norton York
Headteacher and Proprietor

Elaine York
Proprietor