



WANDSWORTH PREPARATORY SCHOOL

Policy for Provision for Able, Gifted and Talented Pupils

The guidelines and format for this policy have followed the procedure set in a similar way to the guidelines and format set out in the SEND Policy.

This Policy applies to all pupils in the school, including in the EYFS and covers procedures expected of staff working with children throughout the school.

Able, Gifted and Talented Co-ordinator – Sophie Eve

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School Setting

Wandsworth Prep School is a co-educational non-selective independent Preparatory School from pupils of the age of 4 to 11 years.

For the remainder of this policy, pupils identified as Able or Gifted and Talented, will be referred to as 'More Able'

Beliefs and Values about Most Able Children

At Wandsworth Prep School, we recognise that all pupils are individuals with their own strengths and weaknesses, gifts and talents. Within this range of individuality there are pupils who are more able than others and pupils who are particularly talented in particular areas.

Every child has the right to be included in a broad, balanced and relevant curriculum. We believe that each pupil is entitled to have the opportunity to enjoy an education which challenges, motivates and rewards them, so that they can each fulfil their individual potential.

Aims

This policy aims to ensure we can provide:

- An appropriate education for each individual
- Opportunities for pupils to work at levels higher than that of their peers
- Opportunities to develop specific skills or talents
- The opportunity to experience a broader, richer curriculum
- Support and care for the whole child, socially, emotionally and intellectually

Objectives

- To identify and provide for More Able Pupils
- To operate a whole school approach to the management and provision of support for More Able Pupils
- To provide a Co-ordinator (Jess Watson) who will work with the More Able Policy
- To provide support and advice for all staff working with More Able Pupils
- To generate an individual portfolio for each child on the Able Gifted and Talented Register

Definition

The More Able child is usually defined as being in the top 5% of the school's population, regardless of the school's ability profile. Each child is unique and any single definition is likely to be misleading. This policy deals, in general terms, with three groups of pupils:

- The gifted child, likely to be one of a minority of pupils and would be performing at a level significantly above their peers.
- The talented child, who may exhibit specific abilities in areas such as Art, Music, P.E. etc.
- The most able child, performing consistently above the level of most able peers in one or more subjects.

Whole School Approach to G and T Support

Wandsworth Prep School takes a whole school approach to the provision for More Able pupils through assessing, planning, delivering, reviewing and recording of information, to ensure that all pupils achieve their potential.

Identification

A gifted and talented register provides a basis for provision for the most able pupils. The following list indicates that Wandsworth Prep School welcomes the potential of these pupils and is able to identify ability in a number of ways:

To ensure a consistent and accurate identification process, a variety of methods will be employed which can give reasonable information collectively. The school will take advantage of information about students from a variety of sources, including:

- Teacher recommendation – general characteristics checklist to be used to support staff referral (see Appendices 1 to 11)
- using the Foundation Stage profile throughout the Reception class. This gives information about children’s developing skills and aptitudes across several areas of learning
- using parents’ information relating to their children’s out of school as well as in-school achievements
- observation of how pupils approach work and activities both inside the classroom and outside.
- tracking pupils in Key Stages 1 and 2 across all curriculum areas and identifying areas of strength and high attainment
- using a combination of formative and summative assessment to ensure pupils are making expected progress
- using information from Cognitive Ability Tests (CATs)

This process will result in an identified cohort of pupils who represent the most able pupils in each year group/class according to their academic ability or particular talents. This could also include pupils who are currently underachieving but have the potential and may need specific support. These pupils identified will be representative of the school as a whole in terms of gender and ethnicity. Identified students will be communicated across all teachers and parents/guardians and their progress will be monitored.

see Appendix 13 for Identification Form for pupils to be considered for referral to the school’s High Achieving, Gifted and Talented register

Analysis of Needs

Ongoing processes of **formative and summative assessment** is an integral part of the teaching and learning process at Wandsworth Prep School, providing information useful to the pupil, the teacher and the parents. It demonstrates what has been learned, identifies successes and should identify what the next learning stage should be. It also provides valuable information about how the curriculum could be suitably adapted and which methodologies should be adopted to meet individual needs.

Nominating a Child

Nomination

- A 'Nomination form' will be completed and given to the A,G and T co-ordinator by teachers (see appendix 13) This can be done due to high achievement in class work, high test scores or following data collected after CATs and NFER tests.

Assess

- The class or subject teacher, working with the A, G and T Co-ordinator, will carry out a clear analysis of the pupil's strengths and will then be added to the A, G and T register

Plan

- In consultation with the pupil and teacher, the A, G and T Co-ordinator agrees targets and a review date.

Do

- The class or subject teacher remains responsible for working with the pupil. The A, G and T Co-ordinator will support the main class/subject teacher in the further assessment of the pupil's particular strengths through observations

Review

- The effectiveness of the support and their impact on the pupil's progress is reviewed (termly); the impact and quality of the support and interventions is evaluated,(by the class teacher and A, G and T Co-ordinator) along with the views of the pupil; the targets are revised in light of the pupil's progress and development in consultation with the pupil and class teacher

Monitoring

- If children achieve highly in test scores, CAT tests, NFER tests and regularly in class work, but it is not felt they are yet ready for the A, G and T register, they will be added to the 'Monitoring for A, G and T' register which will be reviewed termly by the A, G and T co-ordinator.

Monitoring and Evaluation and Success

The SLT, the SENCo and A, G and T Co-ordinator will review this policy annually and will evaluate the impact of provision on the attainment and well-being of individuals.

Examples include:

- comparing baseline data with the data collected at the assessment point
- reviewing pupils' progress in relation to the targets set
- noticing a reduction or an increase in the total number of most able pupils
- ensuring provision for each pupil is planned for, reviewed and evaluated regularly

Accessibility

Learning activities are differentiated by:

- taking into account individual learning styles such as audio, visual and kinaesthetic
- varying the task so it is more demanding, challenging or stimulating
- setting an open-ended task so a pupil performs at a higher level by outcome
- providing adult/specialist support to develop skills and talents
- providing further extension and/or enrichment activities for those who complete tasks
- a range of open-ended questions

- grouping by ability
- providing homework activities at a more challenging level

At Wandsworth Prep School, pupils are set by ability within class in all lessons. This ensures that the subjects are taught at an appropriate level. Differentiation may still be used within a set, according to individual need.

Development of Thinking Skills

The following thinking skills are particularly important in supporting most able pupils in that they help pupils consider the 'how' of learning, rather than the 'what', furthering a questioning and a critical mind. Teachers aim to build in activities that encourage these skills as a matter of course in every day lessons. The following higher order thinking skills are acknowledged at Wandsworth Prep School:

- reasoning
- enquiry
- creative thinking

Appendix 1: Identification in English

Children should display a number of the following criteria but not necessarily all

Key Stage 1

Reading

- A child entering school who reads naturally (i.e. a child who teaches himself/herself)
- A child who learns to read fluently and expressively and with complete understanding in the first term of school with little or no teaching
- A child achieving a high level 3 at the end of Key Stage 1
- Insatiable appetite for the printed word
- Draw inferences - goes beyond the literal
- A child scoring above 120 in a Standardised Reading Test

Key Stage 2

- An inferential reader
- A child scoring above 120 on standardised tests (to be used in conjunction with other criteria)
- Insatiable appetite for the printed word
- A child who is achieving towards level 6 in year 6
- Has informed opinions about preferences and can back them up
- Perseveres with a difficult text - i.e. a young child reading Dickens/Tolkien/Mark Twain

Key Stage 1

Speaking and Listening

- A child who can hold his/her own in an adult conversation at an adult level
- Can debate a point
- Has an extended vocabulary

Key Stage 2

- Confident speaker within his/her peer group and with adults
- Seeks the company of older children for stimulation
- Can debate a point and modify opinion if required

- Can counter an argument
- Always takes the lead in discussions
- Uses a wide and sophisticated vocabulary

Key Stage 1

Writing

- A child in Year 1 who independently writes uses adjectives, pronouns, expanded sentences, connectives and a varied vocabulary - includes a varied structure.
- A child who can spell Phase 4 cvc and ccvc and cvcc words easily and can spell common irregular words with little effort (i.e. can spell the first 200 most frequently used words by the beginning of Year 2)
- Can write in a variety of genre and adapts language to suit the genre
- A child achieving a good level 3 at the end of Key Stage 1

Key Stage 2

- A child achieving a Key Stage above age expectancy (*see Assessment Policy for level expectations across the Key Stages*)
- Can freely adapt writing to suit purpose and style - obviously different to the peer group
- An ability to be self-critical at the drafting process at an early age
- Strives constantly for perfection
- Initiates own projects and writes for pleasure
- Choice of vocabulary
- Can manipulate work to improve it showing understanding of sentence structure in order to create effect
- Can mimic an author's style / genre
- Can use humour

Appendix 2: Identification in Maths

Children should display a number of the following criteria but not necessarily all

Key Stage 1

- Thrives on complexity
- Works well beyond age group
- Manipulates information
- Achieves good level 3 at the end of Key Stage 1
- Works a Key Stage above expectations (*see Assessment Policy for level expectations across the Key Stages*)
- Thrives on investigative studies
- Understands place value up to 1000 at an early age

Key Stage 2

- Child scoring above 120 on in house testing
- Thrives on complexity
- Can explain difficult problems to others
- Asks complicated questions and wants to know more
- Completes work quickly and accurately
- Manipulates information
- Works a Key Stage above expectation (*see Assessment Policy for level expectations across the Key Stages*)
- Thrives on investigative studies and initiates own investigations
- Can develop and use formula at an early age

Appendix 3: Identification in Science

Children should display a number of the following criteria but not necessarily all

Key Stages 1 and 2

- Investigative skills level a Key Stage higher than age expectancy e.g. Key Stage 1 can predict and reason, Key Stage 2, can hypothesise with alternatives, inference and evaluation
- Intuitive understanding for the subject
- Studies for pleasure
- Already knows; excellent background knowledge
- Curiosity and original ideas, e.g. initiates own investigations
- Grasps the meaning quickly
- Is able to carry through investigations logically - can interpret results and apply them to other situations

Appendix 4: Identification in Design and Technology

Children should display a number of the following criteria but not necessarily all

Key Stages 1 and 2

- Is original, creative but realistic in the design process
- Is able to work in a wide range of materials and situations successfully
- Produces articles of consistent high quality for his/her age. Showing a deep understanding of the materials
- Evaluates and adapts to problems encountered is persistent and inventive
- Willing to work with unfamiliar materials and processes
- Initiates projects
- Thrives on complexity
- Is self-critical and can identify strengths and weaknesses in finished products and can suggest solutions
- Carries on outside school without being prompted

Appendix 5: Identification in ICT

Children should display a number of the following criteria but not necessarily all

Key Stages 1 and 2

- Seems to instinctively understand what should be done
- Can apply knowledge and understanding across applications
- Uses applications creatively and not always in the manner for which they were designed
- Manipulates information
- Can identify a problem and solve it
- Is confident enough to experiment in a rational and logical manner and therefore is persistent, resourceful, self-directed and self-motivated
- Is able to break into the system
- Can teach others including teachers
- Has programming and system analysis skills

Appendix 6: Identification in History and Geography

Children should display a number of the following criteria but not necessarily all

Key Stages 1 and 2

- Skills level a key stage higher than age expectant e.g. chronology, map reading
- Takes questioning one step further than expected
- Discusses in detail and elaborates
- Works beyond the group
- Show strong feelings/opinions
- Already knows
- Draws inferences
- Is intense about subject
- Manipulates information
- Initiates own projects/self-directed
- Has original ideas
- Can discriminate and discuss the credibility of sources
- Can clearly empathise why people behave as they do and give reasoned justification

Appendix 7: Identification in Art

Children should display a number of the following criteria but not necessarily all

Key Stages 1 and 2

- Has an individual style
- Can interpret the subject in original ways, is imaginative
- Perception advanced beyond his/her chronological age
- Can use several elements of art in an advanced form beyond expectation (not just the child who can draw well)
- Shows artistic flair in several media
- Has an understanding of colour
- Knows what a finished product will look like
- Can show a different personal response to those expected/ or directed
- Shows a mature response to the work of other artists often seeing beyond the obvious
- Keenly/ critically observant
- Older children may express a more emotional level of sensitivity
- Can draw what is seen not what is thought to be seen
- Successfully experiments with the visual elements

Appendix 8: Identification in Music

Children should display a number of the following criteria but not necessarily all

Key Stage 1

- Acute sense of rhythm
- Sings in tune/ pitches perfectly or nearly perfectly
- Can memorise rhythm and tune and repeat after an interval
- Able to experiment with music purposefully
- Manipulates and augments music
- Initiates musical activities on own
- Can discuss a piece of music perceptively beyond the their years

Key Stage 2

- Meets the above criteria at Key Stage 1
- Takes to an instrument quickly and easily with little teaching
- Plays expressively and sensitively
- Can play by ear
- Plays purely for enjoyment
- Instinctively plays an instrument

Appendix 9: Identification in Physical Education

Children should display a number of the following criteria but not necessarily all

Key Stages 1 and 2

- In Key Stage 1, able to put movements together in sequence showing maturity beyond years
- Single minded to his/her approach to subject
- Highly competitive
- Self-critical; strives for perfection
- Intense about own subject
- Can cope with physical activities requiring high degree of motor coordination and takes lead in activities
- Strong, controlled and agile
- Skills a Key Stage higher than would be expected
- Excellent sense of rhythm able to empathise with stimulus
- Can extend and refine dance movements
- Demonstrates a good awareness of tactics

Appendix 10: Identification in Religious Education

Children should display a number of the following criteria but not necessarily all

Key Stages 1 and 2

- Informed in unusual areas often beyond their years
- Shows unusual insights
- Shows high level of sensitivity and empathy
- Is intrigued by human nature and questions the actions of individuals and society as a whole
- Shows strong feelings and opinions
- Questions deeply
- Discusses in details and elaborates

Appendix 11: Identification in MFL

Children should display a number of the following criteria but not necessarily all

Key Stages 1 and 2

- Has a strong desire to put language together creatively and imaginatively by themselves
- Picks up new language and structures quickly and naturally
- Has a natural flair for grammar; can successfully conjugate verbs (*Key Stage 2*)
- Has a strong ability to learn independently
- Has an insight into their own learning style and preference
- Shows an intense interest in the cultural features of the language
- Has confidence to take risks in using the language
- Asks grammatically based questions without having been taught something previously
- Can instinctively manipulate the language and grammar accurately

Appendix 12: Checklist: Evaluating the learning environment

Teachers can use this checklist to help them consider the effectiveness of the learning environment for gifted, talented and high achieving pupils:

- Have we asked high achieving, gifted and talented pupils what helps them to learn effectively?
- What have we done to ensure we meet their needs?
- How have we helped pupils become more aware of their preferred learning styles?
- How have we helped pupils with the language needed to discuss the process of their learning?
- As teachers, how are we modelling the process of talking about how learning takes place, rather than just what is learned?
- How have we established a culture in which wrong answers are productive opportunities for learning and in which creative thinking is actively encouraged?
- How often do we encourage creative thinking by asking open-ended questions to which there are no right answers?
- How much do we encourage pupils to ask questions of themselves, each other and other adults in the classroom?
- How are pupils involved in self-assessment and/or peer assessment?
- How effectively are the processes of formative assessment developed?
- How are we developing and maintaining a classroom or school code of achievement?
- How do we encourage pupils through challenging and interactive displays?
- How do we ensure that examples of gifted and talented pupils' work are on display or readily available, to raise the expectations of both pupils and teachers?
- How effectively are we involving teaching assistants and supply teachers in the identification of, and provision for, high achieving, gifted and talented pupils?
- How thoroughly have we checked work to make sure that it offers challenges that match higher level descriptions than expected for the Key Stage and/or the exceptional performance criteria of the national curriculum?
- How are we developing a resource collection, including lists of web resources, for pupils and staff in classrooms, the staff room, library or resource centre?
- How are we making sure that resources are being used?

- How effectively are we liaising with the schools' library service or other local resource support services?

Appendix 13

Wandsworth Preparatory School Identification Form for High Achieving, Gifted and Talented pupils

When nominating a pupil as high achieving, gifted or talented, guidance for identification is detailed in the school's High Achieving, Gifted and Talented Policy with *Appendices 1 to 11* detailing identification in specific subject areas.

Nomination type (please circle)

<p>Teacher / Parent / Self Name of child: Age of child:</p>	<p>Key Stage: Year Group: Class: Teacher:</p>
<p>Gifted Methods of identification used: APP Class Work Other additional evidence</p>	<p>Talented Methods of identification used: Observation Class work Conversation with parents Other additional evidence</p>
<p>Mathematical ability:</p>	<p>Art / Design and Technology:</p>
<p>English, language and communication</p>	<p>Performing Arts (including Dance)</p>
<p>Other (please write):</p>	<p>Sport</p>

Please attach any evidence that supports your judgement i.e. photographs, photocopied class work, certificates