

THE STUDY VERY ABLE PUPILS POLICY

This policy applies to all children including those in Early Years Foundation Stage (EYFS)

At The Study Preparatory School all staff are committed to Every Child Matters. We recognise that the following five outcomes are key to well-being in childhood and later life:

- Being Healthy
- Staying Safe
- Enjoying and Achieving
- Making a Positive Contribution
- Achieving Economic Well-Being

This policy has been compiled with reference to the Every Child Matters framework.

At The Study we aim to provide a curriculum that is appropriate to the needs and abilities of all our pupils. This policy guides the way in which this happens for our most able pupils.

We identify our most able pupils as those who attain a standard substantially higher than we would expect within their year group. (For the purpose of this policy we use the terms gifted and/or talented)

Gifted and talented pupils are generally considered to excel in one or more of the following:

- General intellectual ability
- Creative/divergent thinking
- Specific aptitude in one or more subject
- Ability in languages
- Ability in physical education, including games, gymnastics and swimming
- Ability in the performing arts
- Ability in the visual arts
- Interpersonal and social skills

Aims and Objectives

Through this policy we aim to:

- Ensure that we recognise and support the needs of our children;
- Provide children with the opportunity to develop to their full potential;
- Ensure that we challenge and extend the children through the work that we set them;
- Encourage children to think and work independently.

Identification

Everyone in school has the responsibility to recognise and value pupils' abilities.

Identification is an ongoing, continuous process.

Sometimes pupils may move in and out of the school's gifted and talented cohort.

We use a range of strategies to identify gifted, talented and able children.

Our most able pupils are identified through the following:

- Teacher information/observation/discussion
- Use of standardised test data and assessment information
- Scrutiny of work

- Check lists
- Psychologists
- General awareness
- Talking to pupils and parents

When a pupil is identified as gifted and/or talented the appropriate teacher completes a referral form to give to the Gifted and Talented Coordinator.

Provision

We aim to encourage the development of our gifted and talented pupils through classroom differentiation, other school based provision and out of school provision.

Classroom Differentiation

We aim to ensure that:

- Teachers have high expectations
- Tasks are designed to take account of and build upon levels of existing knowledge, skills and understanding
- There are planned extension opportunities or open-ended tasks that will challenge our most able pupils
- There are opportunities for pupils to carry out independent learning and use a range of learning styles

School Based Provision

School based provision will vary according to subject area and is covered using a variety of methods including setting, specialist teaching and enrichment/extra curricular activities.

Enrichment/extra curricular activities

- Wide range of lunch time, after school and early morning clubs
- School competitions: e.g. Spencer House Public Speaking Competition, Year 2 and Year 3 Reading Competition, General Knowledge Competition, Scales Competition,
- Sports matches against other schools; inter-house matches, tournaments
- Choirs, orchestra, instrumental groups – perform in concerts and in assemblies
- Drama productions: e.g. the Spencer House audition play, the Pre-Prep Nativity, class assemblies and performances
- Visitors/workshops in school and educational day outings and residential visits
- Curriculum days: e.g. Y3 French Day
- Enrichment weeks: e.g. Book Week, Science Week
- Public examinations – music, speech and drama
- Extension timetabled sessions as part of the curriculum and delivered by the Gifted and Talented Coordinator

Out of School Provision

- National competitions/festivals: e.g. music, dance, art, maths, poetry, general knowledge
- Organised activities outside school
- Holiday and weekend courses for gifted and talented pupils

Monitoring

Having identified our most able pupils we keep a register that is updated regularly through consultation at an allocated staff meeting.

Monitoring activities include:

- Regular monitoring of teacher planning – schemes of work, termly plans
- Comparison of age standardised scores year-on-year
- Post-evaluation discussions/meetings
- Discussion with subject teachers and specialist teachers about individual pupils

Useful websites:

www.standards.dfes.gov.uk/giftedandtalented/

information

www.nc.uk.net/gt

guidance on subject identification

www.thegrid.org.uk/learning

www.ygt.dcsf.gov.uk

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