



KING'S HOUSE SCHOOL

RICHMOND



ABLE, GIFTED AND TALENTED PUPILS POLICY

Member of staff responsible: Head
Date of policy review: May 2021
Date of next review: May 2023
Approved by SMT: May 2021



INTRODUCTION

King's House School welcomes pupils with a wide range of abilities. We are committed to providing a rich and challenging curriculum and range of learning experiences appropriate to the needs and abilities of all its pupils. We recognise that within the school there are pupils of high ability/talent and that they have special requirements which need to be addressed. This policy applies to all pupils at the school including those in the EYFS.

AIMS

At King's House School we aim to ensure that the needs of pupils are recognised and supported – emotional, social, spiritual, healthy and intellectual. We aim to support and provide educational experiences tailored to the needs of pupils identified as those described as gifted or talented, enabling them to work at high cognitive levels and to develop specific skills and talents.

DEFINITIONS

- **More Able:** pupils are those that have abilities in one or more subjects in the school curriculum (other than Art, DT, Music, PE, Games and Drama). They should be approximately 2 – 3 years ahead of their peers of a similar age. In standardised tests they score 125+.
- **Talented:** pupils who have abilities in Art, DT, Music, PE, Games and Drama.
- **Gifted:** pupils are those that have exceptional abilities in one or more subjects in the school curriculum (including Art, DT, Music, PE, Games and Drama). They should be more than 3 years ahead of their peers of a similar age. In standardised tests they score off the scale. In sport or music, for example, they will compete or play at a regional level.

IDENTIFICATION

At King's House School we use a range of methods and sources of evidence to identify our able, gifted and talented pupils:

- **Test data:** INCAS, School exams, PIRA, Progress in Maths. Other qualifications such as those awarded in music, selection for competitive sporting activities.
- **Diagnostic Assessment based on:**
 - Students work and performance in class
 - Checklist of characteristics of More Able pupil – see appendix
- **Observations and recommendations**

Staff, in the normal course of assessment, monitor pupils showing:

- Consistent high achievement
- Rapid grasp of new concepts
- Recognised characteristics of ability



Parents will not be specifically informed that their child has been identified, but will be made aware of their child's ability and talents through the usual parents' evenings and through the report system.

ABLE, GIFTED AND TALENTED REGISTER

A provision map of those identified by the above methods is kept by the Head of English. The area of ability will be recorded and all staff will be informed. The map displays provision, in specific areas, made for those children identified on the register. These children are then monitored throughout the year.

PROVISION

The More Able are provided for through setting, streaming, effective class curriculum planning and challenging extra-curricular activities.

Setting:

There is no formal setting before the start of Year 6 but all teachers are expected to differentiate the work they set to support the less able and stretch the More Able.

Year 6 – pupils taught in 3 sets for Maths.

Year 6 – pupils taught in one top set and 2 parallel sets for English

Streaming:

In Year 7 and Year 8 there are three forms which are streamed. There is one higher stream and two parallel ones.

Within the two parallel streams there is setting for Maths in Year 8, and for Latin in Years 7 and 8.

The More Able are taught to scholarship level in Year 8 and challenging extra lessons are provided. Some sit scholarship exams to their respective schools at the end of Year 8.

CLASS CURRICULUM PLANNING/DIFFERENTIATION

The school aims to provide a curriculum that meets the needs of all pupils. It aims to encourage the development of able/talented pupils using the following strategies:

- Differentiation.
- Enrichment/extension challenges.
- Self-supported study.
- Challenge within subject areas.
- Working with others of like ability.
- Extra-curricular activities.

NB. Differentiation is provided in a variety of ways and will be included in schemes of work and lesson plans. Extension activities are always linked to the learning objective.



The following methods of differentiation may be employed:

- Support
- Resources
- Content
- Task
- Outcome

Enrichment

- A wide variety of after- school clubs, which enable specific interest and talents to be pursued and levels of attainment to be improved.
- Individual lessons.
- Elite music groups.
- Concerts, recitals, plays and productions.
- Art competitions.
- House competitions.
- Recognition in assemblies.
- Links in the community for pupils with sporting talent.
- Participation in national competitions.

Monitoring

The Head of English is responsible for the following:

- Maintaining the More Able, Gifted and Talented register.
- Monitoring the school's provision for pupils identified as being very able, gifted and talented.
- Supporting staff in the identification of More Able, gifted and talented pupils.
- Ensuring ongoing monitoring of progress of these pupils.
- Reviewing standardised test results and planning procedures each term.
- Gaining feedback from subject co-ordinators after lesson observations and work scrutiny sessions.

APPENDIX I

Teacher Notes

All teachers should work to ensure that the needs of the More Able students are met.

More Able Students may show their abilities to:

- Understand language choices
- Summarise succinctly
- Select evidence
- Reason and hypothesise
- Reflect on word
- Grasp ideas quickly
- Make connections
- Think logically and flexibly
- Pursue abstract hypotheses
- Use intonation and visual aids
- Build complex ideas in discussion
- Compare and evaluate alternatives

Provision of Extension and Enrichment

Extension Tasks provided within lessons will encourage:

- Reflection
- Recognition of a range of possible answers
- Formulation of individual opinions
- Problem solving
- Recognition of connections between past and present learning

Extension work is not additional work: the reward for good work is not more work. The key to effective differentiation lies in the quality of teacher questioning, which provides more challenging problems and tasks for those pupils who can work in greater depth and breadth

Do	Don't
Think carefully about the purpose of the task.	Make extension just more practice of the same concepts.
Encourage students to suggest ways to extend their work.	Make extension extra to normal class work.
Try to keep it interesting and manageable.	Make extension tasks include excessive writing.
Make sure suitable resources are available.	Use extension as a way to occupy those who work quickly.
Include extension in short term planning.	Use More Able students to coach less able students.



SCHEDULE OF POLICY UPDATES

Date	Change	
01/2019 Updated by Head of English		
01/2019	Policy reviewed and edited with staff consultation; twilight session held on 21/01/19 for staff	
01/2019	Definitions of Able, Gifted & Talented updated Non-academic areas included in the Gifted definition Setting updated to include English	
03/2019	Register updated and stored in shared area as an excel document	
05/2021	Policy updated to reflect the current setting/streaming status.	