The Blue Coat School

POLICY FOR ABLE, GIFTED AND TALENTED PUPILS

Approved by the Governors' Teaching, Learning and Curriculum Committee on _____

Signed: _____

(A Poole – Chair of Teaching, Learning and Curriculum Committee)

This Policy for Able, Gifted and Talented Pupils was devised by the Academic Lead in consultation with the Director of Able, Gifted and Talented.

Date of Next Review: Lent 2027

The Blue Coat School Birmingham Limited

POLICY FOR ABLE, GIFTED AND TALENTED PUPILS

1. INTRODUCTION

1.1
The Vision of The Blue Coat School is to provide: 'Limitless learning for tomorrow's achievers.'

1.2
The Mission and Aims are to:

- Nurture a spirit of fun, adventure and curiosity in a supportive and caring Christian community;
- Provide exceptional learning opportunities for every child through innovative and dynamic teaching;
- Champion versatile, creative risk-takers prepared for a changing world.

1.3
The Blue Coat School Policy for Able, Gifted and Talented Pupils can apply to any child in the school including those in the Early Years Foundation Stage (Nursery and Reception).

2. AIMS

2.1
Staff at The Blue Coat School aim to ensure that children who are achieving significantly in advance of the average for their year group:

- are identified
- have their potential realised through work that is matched to their needs
- are given opportunities to develop their skills and talents
- have their emotional and social needs considered alongside their intellectual needs
- have their progress monitored
- are supported by appropriately trained staff
- have their parents involved in the educational process (as appropriate)
- are prepared for the opportunities, responsibilities and experiences of life.

3. DEFINITIONS

3.1 Able, Gifted and Talented

The following definitions are used to identify Able, Gifted, Talented pupils at The Blue Coat School:

- **Gifted** – Gifted refers to children whose cognitive abilities, processes and problem-solving ability are exceptional. Children in this category are exceptionally able high attaining in English, Humanities, Maths, Science, Computing or Modern Languages.
- **Talented** – Children in this category are exceptionally ability high attaining in Creative Arts, Music, Drama, PE or in any sport.
- **Able** – Children who demonstrate attainment significantly above the average for their year group at The Blue Coat School. This judgement is made in relation to internal cohort standards rather than national comparisons.

3.2 Multi-Exceptionality

Some pupils may possess high learning potential or intellectual giftedness alongside having a special educational need or disability (SEND). This may create a complex profile where a pupil may show advanced abilities in some areas while facing challenges in others, often requiring specialised, tailored educational support. In such instances, the pupil and their family would be supported by both the Director of Able, Gifted and Talented and the SENCo.

In very exceptional circumstances support from external support agencies such as an educational psychologist or a LA adviser may be sought.

4. IDENTIFICATION AND REGISTERS

4.1 General Identification

Staff at The Blue Coat School adopt the following procedures to identify Able, Gifted and Talented children:

- Analysis of whole school assessment data as part of the school assessment cycle
- Analysis of The BCS Blue (Headmaster's Honours strands)
- Monitoring of individual pupil rates of progress over time
- Teacher identification supported by observation
- Scrutinising the agreed subject specific characteristics (Appendix A).

4.2 Specific Identification in Pre-Prep and Prep

An Able, Gifted and Talented pupil in Pre-Prep and Prep may:

- Be a good all-rounder
- Be a high achiever in one specific area of learning
- Be an excellent/advanced reader who demonstrates an understanding beyond his/her chronological age
- Be articulate or verbally fluent
- Give quick intelligent verbal responses, showing maturity and insight
- Possess an extensive general knowledge
- Retain/recall information with ease, demonstrating rapid learning
- Show a mature interest in topics outside of the curriculum
- Have a range of interests
- Show unusual and original responses to problem-solving activities
- Be logical
- Show greater independence in developing areas of interest
- Have strong oracy skills
- Have a lively and original imagination
- Show a strong sense of leadership

4.3 Specific Identification

Able, Gifted and Talented pupils may include those who:

- demonstrate consistently high academic attainment.
- display advanced thinking, articulation, creativity or problem-solving.
- excel in specific curriculum areas or skills.

4.3 Equal Opportunities

Children for whom English is an Additional Language and children with learning difficulties or disabilities are given equal access to identification. Gender, ethnic backgrounds or socio-economic backgrounds do not influence identification.

4.4 Register

The names of children who are identified as being Able, Gifted and Talented according to the definitions set out in 3.1 are recorded on a register. It is recognised that many children at The Blue Coat School perform exceptionally highly. The names of children who are identified as Able, Gifted and Talented **in comparison to their peers at The Blue Coat School** are recorded on the Able, Gifted and Talented register. This register is maintained for the purposes of identifying children for curriculum opportunities, for staff information and for

monitoring purposes. The register is reviewed at least termly. A pupil may or may not remain on the register for the duration of his or her time at the school.

5. PROVISION FOR ABLE, GIFTED AND TALENTED PUPILS

5.1 Teaching

At The Blue Coat School it is the responsibility of the Class Teacher, Form Tutor or Subject Teacher to:

- Ensure an ambitious learning ethos, high expectations and excellent standards of achievement in their lessons.
- Adapt teaching to meet the needs of all children they teach. For Able, Gifted and Talented pupils, this may include choice and challenge activities, higher level questioning, additional learning tasks for extension work, greater depth challenges, or one-to-one or small group work with the teacher.
- Assess and identify pupils who may be considered Able, Gifted and Talented children and notify the Director of Able, Gifted and Talented.
- Ensure that pupils with are identified as exceptionally high attaining are provided with a suitably differentiated curriculum when appropriate.
- Regularly assess each pupil's progress towards the planned outcomes and adjust lesson content as appropriate.
- Provide personalised feedback, either written or verbal, which includes areas of strength, as well as next steps to improve.
- Share targets with pupils and review them.
- Liaise with parents to discuss any queries raised by them about their child's attainment.
- Inform the parents of their child's progress and discuss ways in which they are supporting their child's learning.
- Liaise with the Director of Able, Gifted and Talented and Heads of Department where needed, to ensure appropriate and consistent challenge in lessons.
- Improve his/her skills for the teaching of Able, Gifted and Talented pupils children by taking opportunities to attend appropriate INSET.

5.2 Curriculum Provision

- The School provides a curriculum that encourages all children to pursue and develop their individual interests and abilities.
- Staff provide an appropriate, broad and balanced curriculum for Talented children when planning lessons and activities.
- Adaptive teaching is central to good practice, and lessons are pitched high with scaffolds provided for those who need it. For the majority of children identified as Able, Gifted and Talented, provision will be made as part of the normal curriculum planning and adaptive teaching. All classrooms provide an effective learning environment with embedded challenge. For Able, Gifted and Talented children this may include the use of open-ended questioning, structured and flexible group work and debate or investigative work.
- The curriculum is designed to enhance all children's experiences, as well as those who are Able, Gifted and Talented. A range of visiting speakers, workshops and trips are arranged which extends the learning outside the normal classroom environment. This may include Off The Page History days, The Young Shakespeare Company, the Primary Maths Challenge, The Puzzle Company, theatre visits and author visits.
- In Prep the children are set for Maths in Years 3 to 6 and for English in Years 5 and 6. Sets are fluid and children can move between sets as teachers regularly assess and review their progress.
- In Prep, TED (Thinking, Exploring, Doing) in Years 5 and 6 provides children with particular talents with specific provision to further develop them in areas such as art, sport, debating, gardening, drama and science.

5.3 Co-Curricular Provision

- Enrichment opportunities are provided in sport, music and drama to extend and deepen talented pupils' experiences. Some groups - such as Performance Squads, music ensembles, BCS Players, BCS Pulse, etc - are by invitation only and offer additional challenge.
- Competitions, organised both internally and externally, occur regularly. These include, but are not limited to, the BCS Art competition, the BCS Music Festival, the Primary Maths Challenge, Primary Language Bee, Poetry by Heart etc. Usually they are open to all pupils and offer additional challenge for the Able, Gifted and Talented pupils.

5.4 Extra-Curricular Provision

- Children have the opportunity to take part in a wide range of extra-curricular activities. These take place in school either before or after the school day. All children have access to various aspects of this provision, but children with a particular talent are encouraged to attend sessions that would be especially beneficial.
- In Pre-Prep these include: football, cricket, dance, gymnastics, hockey, rugby, swimming, drama, Spanish, speech, Mandarin, Coding Club, chess, create stations, choir, music makers, individual instrumental lessons and various ensembles, and science.
- In Prep these include: swimming, football, gymnastics, rugby, speech, drama, science, hockey, Art and Craft club, Computing Club, chess, choir, orchestra, various musical ensembles, music theory and individual instrumental lessons.

5.5 Homework

- Weekly homework may be adapted to offer additional challenge to those identified as Able, Gifted and Talented.
- Enrichment homeworks in Prep are designed to extend learning and often involve higher level independent research tasks.

5.6 Leadership Opportunities

- Developing leadership skills forms an important part of provision for Able, Gifted and Talented pupils, as it enables them to extend their strengths beyond the classroom, apply their abilities in authentic contexts and cultivate responsibility, initiative and collaboration.
- Leadership opportunities are offered in both Prep and Pre-Prep through School Council and the Eco-Committee.
- In Prep, Leadership opportunities are offered to children to enhance their skills in certain curriculum areas. These opportunities include Digital Leaders, Science Ambassadors, Librarians, Art Advocates and Language Ambassadors.
- Additional leadership opportunities are offered to pupils in Year 6 within the House system to develop further their personal and interpersonal skills. These roles include .

6. TRANSITION

6.1

Information about Able, Gifted and Talented children is transferred to teachers when the children move to a different class, group or set to ensure that there is continuity and progression in curriculum and pastoral provision. A liaison meeting may take place when a child is transferring to another school and all relevant information will be forwarded.

7. THE ROLE OF DIRECTOR OF ABLE, GIFTED AND TALENTED

7.1

All members of staff have responsibility for Able, Gifted and Talented pupils at The Blue Coat School. The Director of Able, Gifted and Talented liaises closely with staff to ensure continuity of provision throughout the school and is responsible for ensuring that colleagues understand their responsibilities to Able, Gifted and Talented pupils, including the identification of pupils' needs and the ways in which they can assist in meeting those needs. The Director of Able, Gifted and Talented assists teachers with monitoring the progress of specific pupils as and when required, through adaptive teaching and targeted support. They may undertake specific assessments of pupils as and when necessary.

7.2

The Director of Able, Gifted and Talented identifies and contributes to the in-service training of whole-school teaching staff. They ensure that they attend courses to update their knowledge of effective Able, Gifted and Talented practice.

7.3
The Director of Able, Gifted and Talented may also provide professional one-to one coaching, where required, to individual teachers to strengthen classroom practice for Able, Gifted and Talented pupils. This may include joint planning, review of pupil progress, development of higher-order questioning, refinement of feedback practices and support in designing tasks that promote depth, independence and intellectual risk-taking.

7.4
The Director of Able, Gifted and Talented needed may offer demonstration lessons and team-teaching opportunities, when required, to model effective strategies for challenging Able, Gifted and Talented pupils. Such lessons exemplify provision that promotes depth of understanding, critical thinking, creativity and sustained intellectual engagement. Effective practice is shared and disseminated across the school.

7.5
The Director of Able, Gifted and Talented co-ordinates individual support or small group work, as required. This support may be delivered by the Director of Able, Gifted and Talented, another teacher or a teaching assistant.

7.6
The Director of Able, Gifted and Talented supports teachers, ensuring that parents are closely involved when needed and that parental insights and views inform action taken.

7.7
The Director of Able, Gifted and Talented is responsible for liaising with Heads of Year to ensure that Able, Gifted and Talented pupils are included on Year Group Action Plans. They also attend and contribute to Year Group Action Plan progress meetings.

7.8
The Director of Able, Gifted and Talented works alongside colleagues in the Senior Management Team to monitor and evaluate provision for Able, Gifted and Talented pupils. This includes contributing to lesson observations, planning scrutinies and work scrutinies, and performance development processes to ensure that appropriate challenge, depth and adaptive teaching are evident. Feedback is provided to colleagues to support continuous improvement in provision and outcomes.

7.8
The provision for Able, Gifted and Talented children is monitored by the Director of Able, Gifted and Talented, the Head of Pre-Prep and Academic Lead, and Assistant Head Learning and Teaching. Various strategies for reviewing the provision are utilised, including data analysis, evaluations and discussions with children, staff and parents (as appropriate).

7.9
The Director of Able, Gifted and Talented assists the Head of Pre-Prep and Academic Lead in the development of the Able, Gifted and Talented Pupils Policy and in its monitoring and evaluation. The Director of Able, Gifted and Talented oversees the day-to-day operation of this Policy, along with the Head of Pre-Prep and Academic Lead, and liaises with the named governor to ensure its effectiveness.

7.10
The Director of Able, Gifted and Talented co-ordinates the register of children who are identified as being Able, Gifted and Talented in Pre-Prep and Prep. The register of children identified as Able, Gifted and Talented is updated at least termly based on information provided by teaching staff. This register is kept on the school Management Information System.

8. PASTORAL CARE

8.1

- Some Able, Gifted and Talented pupils may experience specific challenges regarding their personal, social and emotional development. For example: they may experience the feeling of pressure to perform. All class teachers, form teachers, set teachers and pastoral tutors have responsibility for each child's personal, social and emotional wellbeing. Staff work in partnership with the child and parents to best support the needs of the whole child. Further information can be found on the Pupil Mental Health and Wellbeing Policy.

9. RELATED POLICIES

9.1

This Policy should be read in conjunction with the Teaching and Learning Handbook and the whole school policies for SEND, Equal Opportunities, EAL and Pupil Mental Health and Wellbeing.

10. POLICY REVIEW

10.1

This Policy will be reviewed annually. It will be presented to the Governors' Teaching, Learning and Curriculum Committee for approval in the Lent Term. The minutes of this meeting will be presented to the Governors.

Appendix A

Subjects	**Characteristics which may be used to recognise Able, Gifted and Talented pupils**
Computing	● Uses technology safely, respectfully and responsibly on a variety of platforms ● Evaluates online information for reliability and understands the importance of acknowledging sources and respecting copyright ● Displays persistence and flexibility when designing, writing and debugging programmes with a willingness to try different methods and experiment; prepared to take risks ● Uses and understands appropriate technical vocabulary ● Considers critically the status quo and thinks creatively about future technological advances ● Thrives on complexity and innovation
Creative Arts including Food Technology	● Creates new designs and/or invents ● Initiates projects, showing flair in creative interpretation and execution ● Asks questions and is highly curious ● Discusses in detail, elaborates ● Uses materials and techniques confidently and skilfully ● Wishes to use and explore different media (often in an unconventional way) ● Uses and understands appropriate art and design vocabulary ● Is visually sensitive, sees relationships without being told ● Is critically aware ● Is an independent worker/thinker and able to grasp new concepts easily
Drama	● Show real flair in interpretation and execution ● Is creative and musical ● Will see responsibilities, commitments and tasks through ● Is keen to learn new skills and broaden horizons ● Takes part in extra-curricular and outside school drama ● Leads and supports well ● Realises their place within a total production
English	**Speaking and Listening**

	● Fluently selects and uses structures, styles and registers appropriate to audience and purpose ● Varies vocabulary and expression with confidence and uses appropriate intonation and emphasis ● Initiates, sustains and takes a leading role in discussion ● Listens with sensitivity and is perceptive in understanding ● Often appreciates subtle humour **Reading** ● Confidently responds to a range of demanding texts, develops ideas and refers to details in aspects of language, structure and presentation ● Makes apt and careful comparison between texts including consideration of audience, purpose and form ● Identifies, analyses and distinguishes between argument, fact, opinion and alternative interpretations ● Often understands implicit meaning and shows insight into understanding of texts **Writing** ● Writes fluently, having selected style and vocabulary suitable for the audience and purpose ● Selects specific features or expressions to convey effects and interest to readers ● Non-fiction writing is reasoned, coherent and persuasive ● A range of grammatical constructions and punctuation is used accurately and appropriately ● Paragraphs are well constructed and linked in order to clarify the organisation of writing as a whole
Humanities including RE	● Shows great interest in and knowledge of places, people, environments and cultures ● Has an observant and perceptive approach to undertaking tasks involving sources, artefacts, evidence, fieldwork, traditions, rituals, etc. ● Appreciates concepts such as chronology, humanity, morality, social responsibility, interpretation and evaluation ● Understands causes, consequences and links between natural processes (e.g. vegetation, climate, soil) ● Is able to place current issues in the context of the past, as well as make links between local, national and global issues ● Can talk about continuity, change, similarities and differences ● Understands how humans impact on each other and the world ● Has high level of empathy and understanding in both oral and written work, appreciating different points of view ● Organises work clearly and appropriately using a range of different visual methods, including labelled diagrams, illustrations, tables, graphs and charts ● Often extends and develops open-ended tasks through independent research and additional discussion
Maths	**Problem Solving** ● Applies knowledge and skills in creative and original ways, often to new and unfamiliar contexts ● Often takes valid and unexpected shortcuts ● Displays persistence and flexibility when searching for solutions with a willingness to try different methods and experiment; prepared to take risks ● Works systematically and accurately **Communicating** ● Asks pertinent and relevant questions that show clear understanding and curiosity ● Communicates reasoning and justifies methods ● Is confident and accurate with a range of pictorial representations ● Manipulates information and thrives on complexity

	Reasoning ● Is logical, intuitive and can see flaws in arguments ● Readily sees patterns and relationships ● Makes connections between the mathematics learnt and new concepts ● Able to reverse mathematical processes
Modern Languages	**Speaking and Listening** ● Speaks confidently using exceptional pronunciation and accent ● Conveys meaning in fluent and detailed sentences ● Recall of taught vocabulary is excellent ● Understands a range of spoken material, working out unfamiliar words using prior knowledge **Reading** ● Understands a variety of longer texts, using different strategies to work out unfamiliar words **Writing** ● Writes longer passages giving information and opinions ● Conveys meaning using a variety of tenses, sentence construction and broad vocabulary
Music	**Listening** ● Can identify and discuss all musical elements including the genre of a piece of music ● Responds to the context of the music in an accurate, insightful and appropriate way ● Can demonstrate/is aware of perfect or near-perfect pitch recognition **Composing** ● Can improvise a complex rhythm pattern within a variety of time signatures using both tuned and untuned instruments ● Can clearly demonstrate internalisation of pulse while playing and singing and can lead peers accordingly ● Can read the notation of a more complex piece of music (Grade 1+ equivalent (Pre-Prep), Grade 4+ equivalent (Prep), treble and/or bass clef) using appropriate technology to support their skills when required ● Is engaged in the music theory programme appropriate to their level of musical progress to date **Performing** ● Performs in all varieties of group/solo opportunities, showing excellent performance skills, including leading peers in group and solo performances ● Works diligently in rehearsals, showing respect for other musicians and developing musical qualities for the performance
PE/Sport	● Displays a degree of excellence in the fundamental skills in one or more activities ● Self-motivated ● Has well-refined individual skills, either in one sport or many (often will find that skills are transferable and that pupils are top achievers within their year group at most sports) ● Has entry ability level far above that of their peers ● Has innate confidence in performing ● Has knowledge in terms of tactics, understanding and decision making
Science	**Skills, Knowledge and Understanding** ● At an outstanding level compared to their peers ● Easily makes links between different areas of study ● Readily grasps new concepts and can apply them to different situations ● Can hypothesise and predict, communicating ideas confidently ● Uses a variety of different sources to enhance knowledge ● Is creative, good at abstraction and a lateral thinker ● Uses and understands scientific terminology confidently

	● Considers critically the status quo and thinks creatively about future scientific advances **Investigation** ● Observes and evaluates data, relating findings to everyday life ● Independently chooses to present data in different ways, such as diagrams, tables and graphs ● Displays persistence and flexibility when conducting experiments; has a willingness to test different variables; prepared to take risks ● Analyses findings and presents conclusions clearly and in a variety of ways; communicates confidently