



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 Director of Able, Gifted and Talented in consultation with colleagues in the school.

Date of Next Review: Lent 2027

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 applies to all children 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, or have the potential to achieve, 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. DEFINITION

3.1

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

- **Able** – those who achieve, or have the ability to achieve, significantly above average (compared with the attainment of other children in their year group 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 in English, Humanities, Maths, Science, Computing or Modern Languages.
- **Talented** – those with exceptional ability in Creative Arts, Music, Drama, PE or in any sport.

3.2 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. 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 the EYFS

A child's abilities in the EYFS are most likely to be accurately recognised through careful observation and record keeping. Some useful approaches to identifying Able, Gifted and Talented young children are found when staff:

- Look for unexpected and surprising responses
- Look for persistence and precision in play activities
- Look for the ability of a child to reflect upon experiences in greater depth than his or her peers
- Look at how children perform in different contexts
- Look out for children who easily interpret the clues and codes in the world around them
- Look out for children who are curious and motivated to find out information or learn new skills for themselves.

4.3 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

4.4

Staff should bear in mind that a child with particular abilities:

- May sometimes become easily bored and frustrated
- May not always have well-developed emotional and social skills
- May prefer the company of adults to other children
- Prefer verbal to written activities
- Be very sensitive and show a greater awareness of others
- Focus on their own interests rather than on what is being taught
- Have limited interpersonal skills
- Have a short attention span
- Be easily bored by what they perceive as routine tasks.

4.5 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. 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 OR GIFTED CHILDREN

5.1

Staff aim to provide a broad and balanced curriculum that encourages all children to pursue and develop their individual interests and abilities. For the majority of children identified as Able or Gifted, provision will be made as part of the normal curriculum planning and adaptive teaching. All classrooms provide an effective learning environment. For Able or Gifted children this may include the use of open-ended questioning, structured and flexible group work and debate or investigative work. Enrichment homework in Prep provides further opportunities for extension and challenging work.

5.2

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, Maths Challenge, The Puzzle Company, theatre visits and author visits. Information about our co-curricular and extra-curricular activities can be found on the school website.

5.3

In Prep the children are set for Maths in Years 3 to 6 and for English in Years 5 and 6.

5.4

Adaptive teaching is central to good practice. This may include choice and challenge activities, additional learning tasks for extension work, or one-to-one or small group work with the teacher.

5.5

Outside of the classroom leadership opportunities are offered to Able, Gifted and Talented children to develop their skills in certain curriculum areas. These opportunities include Digital Leaders, Science Ambassadors, Eco-Committee, Librarians, Art Advocates and Language Ambassadors.

5.6

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

6. PROVISION FOR TALENTED CHILDREN

6.1

The staff aim to provide an appropriate curriculum for talented children when planning lessons and activities. Adaptive teaching is central to good practice.

6.2

Challenging and enrichment opportunities are provided in sport to extend talented pupils' experiences. Information about these opportunities can be found on the school website.

6.3

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, drama and science.

6.4

Children have the opportunity to take part in a wide range of curricular and co-curricular activities and trips. In Pre-Prep this includes: 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 this includes 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. 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.

7. TRANSITION

7.1

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 provision. A liaison meeting may take place when a child is transferring to another school and all relevant information will be forwarded.

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

8.1

The Director of Able, Gifted and Talented co-ordinates the register of children who are identified as being Able, Gifted and/or Talented in Pre-Prep and Prep. Good classroom practice in teaching children identified as Able, Gifted or Talented is demonstrated and disseminated and support is provided to colleagues as necessary. The register of children identified as Able, Gifted and/or Talented is updated termly based on information provided by teaching staff. This register is kept on the school Management Information System.

8.2

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 and discussions with children, staff and parents (as appropriate).

8.3

The Director of Able, Gifted and Talented co-ordinates the Challenge Club programme (English and maths) which involve select children in Years 1-6.

8.4

In non-core subjects, specific provisions are made for children identified as Able, Gifted or Talented. A range of visiting speakers, workshops and trips are arranged each term in both core and non-core subjects which extends pupils' learning outside the normal classroom environment.

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, and EAL.

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 can be used to recognise Able, Gifted or 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 incl 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