



Elstree School

Including all of the Pre-Prep Department and Early
Years Foundation Stage

Gifted and Talented Policy

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Person responsible for Policy: JRB

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Elstree School is a Company Limited by Guarantee No 690450 (England)

1. Commencement Date

February 2012

2. Definitions

The policy is not directed at the broad group of 'more able' pupils, who are regarded as above average (top 50%) of a year's cohort, but rather the 'very able' pupils, comprising approximately 10% of an age group. The school acknowledges that 'very able' pupils may belong to particular subject or skill areas, or may have general and transferable abilities that are multi-disciplinary. Areas of ability can be usefully grouped as:

- General academic
- Subject specific in one or more (but not all) subjects
- Creative arts (Art, DT and Drama)
- Sport (General and Specific)
- Music (Choral and Instrumental)
- Leadership (Boarding, Community, Organisational)

3. Principles

In making provision for very able pupils, the school recognises that:

All children (including children in EYFS) have a right to a challenging and appropriate education. If pupils have ability or abilities beyond the large majority of their peers, they need a curriculum and enrichment programme that extends the standard curriculum.

4. Aims

Our aim is for 'very able' pupils at Elstree:

- To be identified
- To realise their potential through work that is matched to their needs
- To have opportunities to develop their skills and talents
- To have their emotional/social needs addressed in association with their talents/skills
- To have their progress monitored
- To be supported by appropriately trained staff

5. Identification

Departments have all published criteria in their Policy documents (Handbooks) that they can use to identify the 'very able' in their subject. These criteria will be used to identify pupils during the first half term of each academic year. Lists will be centrally collated by the Director of Studies and published on Academic Resources/teacher only section of the Intranet. Other information and data (e.g. from previous schools, InCAS, pastoral information) may also be used to help to identify 'very able' pupils.

6. Procedures

All teachers are constantly aware or made aware by the Learning Support department of pupils, who need specific provision for their learning difficulty, emotional or behavioural problems. It is important that they are also aware of 'very able' pupils in their groups, who may need activities or resources that are not part of the standard Schemes of Work. These procedures aim to identify 'very able' pupils and inform teachers in order to help them match their needs.

7. Strategies

'Very able' pupils need access to a curriculum that goes beyond the standard Schemes of Work. The provision can be for groups or individuals and may take place within lessons, activities within the school day e.g. Assemblies, Church or at weekends, or in enrichment activities. These activities are managed by teachers, tutors and outside agencies.

Different strategies will be appropriate for different pupils and subjects and may include:

- An invitation to join the academic scholarship programme
- Setting (where teaching makes it possible) in Maths, French and Latin.
- Differentiated exams or exams with optional extra questions
- Extended, open-ended prep
- Using ICT extension activities
- Review of library and other resource material
- Enrichment activities (see separate school lists)
- Subject clinics (especially in English, Maths and Science)
- Trips to France in Years 5 & 7

8. Further guidance in lessons

We can break down expectations of pupil learning into four categories. The 'very able' should fall into the highest category:

- (a) All pupils will know or be able to do at the end of a lesson
- (b) Many pupils will know or be able to do at the end of a lesson
- (c) Some more able pupils will know or be able to do at the end of a lesson
- (d) A few very able pupils will meet specific targets over and above those of the more able.

9. Monitoring and Evaluation

The provision for the pupils and the outcomes achieved will be monitored by all teachers within their own subject responsibilities. Heads of Department, Director of Studies and Headmaster will monitor the progress of the identified 'very able' pupils using various strategies like comparing data, interviews with pupils, Common Room meetings and pastoral care committee meetings.

Success criteria will include:

- Is the identification process working?
- Is a range of enrichment activities being provided?
- Is the work in lessons being differentiated to provide challenge for all learners?

- Does the INCAS and other exam data show evidence of exceptional ability?
- Are our 'very able' pupils being entered for and gaining scholarships to senior schools?

10. Policy Manager

Director of Studies, Head of Scholarship Programme and Head of Learning Support

11. Policy Authority

Governing Body – Academic Subcommittee.

12. Differentiation

Teachers are expected to provide for the most able pupils by ensuring:

- Opportunities for independent learning
- Different resources to extend their learning
- Overt support to the most able on the hardest tasks
- Stepped tasks to ensure that all pupils from the least able to the most able have opportunities to extend their learning
- A variety of oral questions that allow the least and most able to extend their learning