



Elstree School

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

Able and Talented Policy

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

1. Rationale:

At Elstree we believe that all children are entitled to an education that will enable them to develop their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social, finding appropriate challenge in our learning environment.

Elstree is committed to providing a sufficiently challenging curriculum for all its children. In addition, we will provide opportunities to identify and in turn nurture those who are more able and talented.

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)

Definitions:

- **Talented** pupils are those with a particular ability in art, music, sport or the performing arts.
- **Able** pupils are those with the potential to achieve at a higher level than the majority of their peers in 'academic' subjects.

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' and talented pupils at Elstree:

- To be identified
- To provide an educational environment which is appropriate to the abilities and needs of such pupils and which encourages them to maximise their potential;
- 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 course 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:

- Teacher nomination as a result of observation and superior performance in class;
- Assessment results;
- Specialist teacher identification;
- Pupil Assessment Profile for A&T Pupils;
- Superior performance in VR and NVR, Reading age and other standardised tests;
- Dance, music or sports accreditation.

The able and talented register is regularly reviewed and updated.

6. Provision

All teachers are constantly aware or made aware by the Learning Development 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.

In-class learning opportunities may involve:

- **Enrichment** – adding breadth and range to a pupil's attainment and progress through activities that consolidate and widen the pupil's knowledge, skills and understanding;
- **Challenge** – providing activities and experiences which engage interest, encourage speculation, generate enthusiasm and stimulate thought and action at a high level;
- **Independent Learning** - allowing pupils to organize their own work, to carry out tasks unaided, evaluate their work and become self-critical.
- **Extension** – providing opportunities for pupils to increase the depth of their knowledge, skills and understanding;
- **Differentiation** –modifying the learning experiences of able and talented pupils so as to promote opportunities for them to engage primarily in higher-order thinking; and by using pace and acceleration skilfully.
- **Specialist teaching** – providing teaching that utilises the particular skills and expertise of individual teachers;
- **Team teaching** – team-based approaches in a year group, or in the whole school, which enables the skills or enthusiasms of particular teachers to be made more widely available to able and talented pupils;

Out of class learning opportunities may involve:

- Extra-curricular clubs or enrichment days
- Music or sports practice and performance, or competition opportunities
- Special events, for example field trips or residential trips
- Providing out-of-school activities within the community

- Challenge projects
- Visits by experts
- National schemes/competitions/festivals

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. Differentiation (everything else moves up a number)

Teachers are expected to provide for the most able pupils by providing

- 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

10. 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?
- Ensuring the involvement of parents in meeting the needs of their able and talented children.

11. Policy Manager

Director of Studies and Head of Learning Development Department.

12. Policy Contact

Director of Studies

13. Policy Authority

Governing Body – Academic Subcommittee