

Elmhurst School for Boys



ELMHURST

Policy for Provision for Able, Gifted and Talented Pupils

This policy applies to the whole school, including EYFS

2023-2024

bellevue

The guidelines and format for this policy have followed the procedure set in a similar way to the guidelines and format set out in the SEND Policy.

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School Setting

Elmhurst School for Boys is a non-selective, independent Preparatory School for boys aged 3 to 11 years. This policy reflects the SEND policy and SEND Code of Practice, 0-25 Guidance. The policy was created by the governors, in conjunction with the SENDCo, staff and SLT, at Elmhurst.

The policy is available to staff on our website, alongside all our key policies, and is available in paper format on request.

For the remainder of this policy, pupils identified as 'Able or Gifted and Talented', will be referred to as 'more able'.

School beliefs

At Elmhurst School, we believe that all pupils are entitled to high-quality, well-planned and well-organised teaching, which will enable them to participate in a broad and balanced curriculum and to be part of the social life of the school. Every teacher is a teacher of every child, including those with SEND or those identified as more able.

Beliefs and Values about More Able Children

At Elmhurst School for Boys, we recognise that all pupils are individuals with their own strengths and weaknesses, gifts and talents. Within this range of individuality there are pupils who are more able than others and pupils who are particularly talented in particular areas.

Every child has the right to be included in a broad, balanced and relevant curriculum. We believe that each pupil is entitled to have the opportunity to enjoy an education which challenges, motivates and rewards them, so that they can each fulfil their individual potential.

Aims

This policy aims to ensure we can provide:

- An appropriate education for each individual child
- Opportunities for pupils to work at levels higher than that of their peers
- Opportunities to develop specific, individual skills or talents
- Opportunities to experience a broad, rich curriculum
- Support and care for the whole child, socially, emotionally and intellectually

Objectives

- To identify and provide for more able pupils
- To operate a whole-school approach to the management and provision of support for more able pupils
- To provide guidance for the AGT Co-ordinator, who will oversee provision for the Able, Gifted and Talented (more able) pupils
- To provide support and advice for all staff working with more able pupils

Definition

The more able child is usually defined as being in the top 5% of the school's population, regardless of the school's ability profile. Each child is unique and any single definition is likely to be misleading. This policy deals, in general terms, with three groups of pupils:

- The 'gifted' child is likely to be one of a minority of pupils and would be performing at a level at least 3-4 terms ahead of national, age-related expectations.
- The 'talented' child may exhibit specific abilities in areas such as Art, Music, P.E. etc.
- The 'more able' child is likely to be performing consistently above the level of most peers in one or more subjects.

Identification

An Able, Gifted and Talented register provides a basis for provision for more able pupils. Elmhurst School identifies ability in a number of ways:

- Academic results, tracked via Pupil Asset, assessed through GL Assessment tests and other assessments such as ongoing teaching assessment
- Teacher observation and nomination: this may reveal individual talents, especially when made by a specialist teacher
- Samples of work revealing consistently outstanding performance in one or more subjects
- Parental nomination: which may be useful in revealing high achievement in activities outside school, such as winning chess competitions, or debating in a public forum.

In English and Mathematics, more able pupils show:

- creativity and originality – *they are able to work in new and imaginative ways*
- the ability to make connections between different concepts they have learned – *seeing patterns of relationships and applying these to new contexts*
- independence and perseverance – *demonstrating initiative and persistence in completing tasks or pursuing lines of enquiry*
- capacity to learn and understand new ideas and ways of working quickly

- communication skills – *expressing ideas succinctly, justifying, qualifying, and explaining what they say; using language in ways that reflect an appreciation of the knowledge and interests of specific audiences, acquisition and use of vocabulary*
- ability to take on demanding tasks – *researching, comparing and synthesising information from a range of different sources, including technology*
- ability to debate and reason – *creating and sustaining accounts and reasoned arguments of more abstract levels in both speech and writing*

Whole School Approach to Able, Gifted & Talented Support

Elmhurst School takes a whole-school approach to the provision for more able pupils through assessing, planning, delivering, reviewing and recording of information, to ensure that all pupils achieve their potential.

Analysis of Needs

Ongoing processes of **formative and summative assessment** are integral to the teaching and learning process at Elmhurst School, providing information useful to the pupil, the teacher and the parents. Effective assessment evidences what has been learned and what the next steps for learning should be. It also provides valuable information about how the curriculum can be suitably adapted and which methodologies should be adopted to meet individual needs.

Monitoring and Evaluation

The SLT, the AGT Leader and teaching staff regularly evaluate the impact of provision on the academic progress and wellbeing of more able pupils. Teachers meet SLT and the SENDCo in Pupil Progress Meetings to discuss academic progress and pastoral concerns. Governance meet with SLT and teachers to evaluate the effectiveness of provision. The following factors are considered:

- pupils' academic progress between points in time in core subjects
- pupils' attainment in core subjects versus CAT4 potential measures
- particular factors that may have affected progress
- the effectiveness of educational professionals and parents working in partnership
- analysis of the changing proportion of more able pupils in a cohort
- provision and enrichment opportunities for each pupil
- deployment of resources to ensure the needs of all pupils are met

Evidence gathering includes GL Assessment academic data; PASS data; pupil and parent surveys; monitoring of teaching and learning; work scrutiny; enrichment opportunities and significant achievements (both within and outside school).

Criteria for Exiting the Register

Pupils deemed to be more able should be the exception to their peers. In the unusual circumstance that the performance of a child previously identified as 'more able' no longer met the definition set out in this policy, the child may be eligible to exit the register. This would need to be agreed by SLT and the SENDCo and discussed with parents.

Elmhurst School welcomes and encourages parents to make an active contribution to their pupil's education. The school keeps parents fully informed of their child's performance in

school through, but not limited to, parent-teacher consultations, formal reports and the provision of Personal Learning Plans. We will proactively liaise with parents if their son has been identified as 'more able' and consider extra-curricular provision in a given area.

A record is kept of any communication with parents, and notes and actions arising from meetings are kept securely on Google Drive in order to maintain confidentiality (see management of records).

All discussions are dealt with confidentially and in a sensitive manner. In partnership with parents, pupils will be encouraged to contribute to the assessment of their needs, the review and the transition process.

Training

More able pupils may receive funding as deemed appropriate by the Head. The funding comes out of the Curriculum budget. Parents may be asked to contribute towards the costs of extra-curricular clubs.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, staff undertake training and development. Specific training needs are discussed in appraisal meetings.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's more able provision.

The school's AGT Leader attends the Bellevue network meetings and other training to keep abreast of updates in more able provision, and is a member of NAGC.

Responsibilities

The AGT Leader oversees provision for more able children and learning enrichment in collaboration with SLT.

Responsibilities include:

- compiling and managing the gifted and talented register
- overseeing the day-to-day implementation of the school's AGT policy
- co-ordinating provision for more able pupils
- overseeing the records of more able pupils
- supporting and advising teachers in planning appropriate programmes of work
- ensuring planning is differentiated and takes into account individual need for more able pupils
- reading / summarising / disseminating information regarding educational reports
- liaising with the Head of EYFS early years and secondary educational establishments to discuss transition
- advising / liaising / managing the deployment of LSAs where relevant
- screening more able visiting pupils, reviewing the identification procedure, monitoring progress and record keeping
- liaising with external providers
- identifying, ordering and utilising resources available from other agencies

- contributing to the development of curriculum policies to ensure that the provision for more able pupils is considered
- monitoring progress and providing additional support to more able pupils working in class
- undertaking and disseminating CPD
- liaising with and advising parents of more able pupils
- in consultation with the SLT, reviewing the quality of teaching, including supporting teachers' understanding of strategies to identify and support more able pupils through appropriate training.

Storage and Management of Information

The school will continue to use the system of the Able, Gifted and Talented list and provision map to record the steps taken to meet the needs of individual pupils. The AGT Leader is responsible for ensuring that records are kept and are available when needed on the staff Google Drive: under Learning Enrichment:

<https://drive.google.com/drive/folders/1kc-vzUIKKhZ7yL5gCozIK3jvPCddrLN>

These individual provision maps are available to share with parents termly.

<https://drive.google.com/drive/folders/17iWOVydhx0oZzVhTOUpAu2Gktf7PhvVd>

The data is kept in line with the GDPR rules and regulations, which can be found in our GDPR policy.

Relevant staff members have access to individual information via the school system.

Accessibility

Learning activities are differentiated by:

- varying the task so it is more demanding, challenging or stimulating
- setting an open-ended task so a pupil is free to perform at a higher level
- providing adult/specialist support to develop and enrich skills and talents
- providing further extension and/or enrichment activities for pupils who finish rapidly
- pose a range of open-ended questions
- providing homework activities at a more challenging level. Homework will be differentiated when appropriate.

Development of Thinking Skills

The development of thinking skills is a key consideration in the support of more able pupils, and in nurturing a questioning and critical approach to learning. Teachers should consistently include activities that encourage these skills. The following higher-order thinking skills are encouraged:

- reasoning
- enquiry
- creative thinking
- evaluation
- information processing
- summarising
- analysis

Support Services and External Providers

Support Services are welcomed to support a more able child, if the child:

- has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

At Elmhurst School, support services have included educational psychologists and specialists from local secondary schools/colleges.

Extra Curricular Activity

Elmhurst School offers a variety of extra-curricular opportunities for more able pupils, including:

- Inter-school maths competitions and preparation (UKS2)
- English Speaking Board Exam (Y6)
- Life Lab: business projects (Y6)
- Sport clubs (football, hockey, cricket, badminton, tennis, table tennis (Y1-6)
- Chess club (Y1-6)
- LAMDA performing arts club and exam preparation (Y3-6)
- Orchestra club (KS2)
- Musical clubs Guitar, Drums, Clarinet, Saxophone, violin tuition (Y1-6)
- Art clubs (Y1-6)
- Excellent English club (UKS2)
- Creative writing competitions (Bellevue group and external, KS1/KS2)
- Bellevue group G&T days, spelling bee (KS1/KS2)

Procedures for Resolving Complaints about Provision for More Able Pupils

This follows the school complaints procedure.

Bullying

At Elmhurst School, steps are taken to ensure and mitigate the risk of bullying of Most Able learners. We would treat bullying of this kind, like any other kind of bullying. Elmhurst is an inclusive school, which welcomes, nurtures and provides an education for pupils of many ability ranges. (See Anti-Bullying Policy for further details.)

Appendix

ABLE, GIFTED AND TALENTED

Pupil Assessment Profiles

In this section, a series of six sheets are presented (profiles A to E) for compiling an overall **Pupil Assessment Profile**. The method recommended for deciding which names should be entered on the **AGT Register** involves the profiling for accurate assessment of *all* pupils under consideration. Each of the component profiles contains a number of key assessment statements regarding the pupil in question, for which scores should be recorded as follows, in relation to the peers within the school:

- 4** – Performing (or capable of performing) **exceptionally** well;
- 3** – Clearly **well advanced** (or has the potential to be so);
- 2** – Displaying (or capable of displaying) **above-average** performance;
- 1** – Performing **in line with the year-group average**.

It will be important when evaluating these scores not to attempt mathematical calculations, such as '21 out of a possible 40', but simply to concentrate on the frequency of scores above 1.

Pupil Assessment Profile Tables

Pupil's Name: Year Group:

Date of Birth:

PROFILE	A	THINKING SKILLS	SCORE
1	Is able to process information quickly and accurately.		
2	Has a highly-enquiring mind, with well-developed reasoning and deduction skills.		
3	Capable of having very imaginative ideas.		
4	Approaches problems creatively.		
5	Is able to evaluate data objectively.		
6	Can retain significant facts and information, and recall selectively.		
7	Is highly articulate, using subject-specific language and a wide vocabulary confidently.		
8	Is well able to work independently, and enjoys doing so.		
9	Analyses situations well, and can generalise.		
10	Is highly curious and confident in new situations.		

PROFILE	B	LEARNING SKILLS	SCORE
1	Acquires new knowledge, understanding and skills quickly and easily.		
2	Is a self-directed learner who develops own ideas.		
3	Shows well-developed attention and concentration.		
4	Confidence and motivation levels are high.		
5	Is a productive worker who learns at a good pace.		
6	Is a self-evaluative learner, who knows what is being done, how well it has been tackled and how it can be improved.		
7	Approaches problems logically and thoroughly.		
8	Organises own approach to work properly.		
9	Can see connections among different aspects of learning.		
10	Can use and apply new learning, work in the abstract, and devise original ideas.		

PROFILE	C	PERSONALITY TRAITS	SCORE
1	Displays a sharp and often mature sense of humour.		
2	Pays considerable attention to detail.		
3	Is highly responsive to new ideas and situations.		
4	Often emerges as a leader of others.		
5	Understands the whole picture with relative ease.		
6	Is capable of being very flexible in approach.		
7	Shows tenacity in pursuing a line of enquiry.		
8	Avoids errors caused by rushing.		
9	Is quick to see own errors and to devise alternative strategies.		
10	Can be very popular with his or her peers, and relates very easily to adults as well.		

PROFILE	D	ATTAINMENT IN CORE SUBJECTS	LEVEL	SCORE
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AND IN GEOGRAPHY AND HISTORY (i.e. the subjects considered as 'gift' subjects)		& STANINE e.g. 7	(see note below)
English	Speaking and Listening		
	Reading		
	Writing		
	Spelling		
	Handwriting		
Maths	Using and Applying Mathematics		
	Number and Algebra		
	Shape, Space and Measures		
	Handling Data		
Science	Scientific Enquiry		
	Life Processes and Living Things		
	Materials and their Properties		
	Physical Processes		
Geography	The skills and understanding for enquiry into places, geographical patterns and processes, and environmental change.		
History	An understanding of chronology, causality and how the past is represented.		

NB: A child attaining a stanine 1-3 scores 0; 4-6 scores 1; 7 scores 2; 8 scores 3; 9 scores 4

PROFILE	E	ACCOMPLISHMENTS	SCORE
1		Has very good interpersonal skills.	
2		Has very good intrapersonal awareness.	
3		Has particular musical aptitude, especially as an instrumentalist.	
4		Shows prowess as a modern or traditional dancer.	
5		Has a flair for both improvised and scripted drama, either as an actor or as a director.	
6		Has real mechanical ingenuity, e.g. an ability to design and build models.	
7		Has true artistic aptitude, in drawing, painting, sculpting or design.	
8		Is a gifted sportsperson, whether in games, athletics, gymnastics or swimming.	
9		Displays a capacity for advanced, original thought.	
1		Is a gifted orator or singer.	
1		Has exceptional computer skills.	

Profile Scores into Register Categories

Having completed an assessment profile for each child judged to be a candidate for the AGT Register, an initial evaluation can be made. First, the following are the letters and titles of the five component profiles for the overall Pupil Assessment Profile:

PROFILE	TITLE
A	Thinking Skills
B	Learning Skills
C	Personality Traits
D	Core Subject Attainment
E	Accomplishments

Profile	Score 2	Score 3	Score 4
A			
B			
C			
D			
E			

The following tables translate a given score profile into the most likely register category:

AVERAGE ATTAINERS
Pupils with the following profile would normally be unqualified for the AGT Register:
Scores are 1, with only the occasional 2, for all statements.

ABLE
These pupils' profiles will tend to be as follows:

SPECIFIC ACHIEVERS	GENERAL ACHIEVERS
<p>Some scores of 2, in D.</p> <p>Other statements may score from around average to above average (from 1 to 2).</p>	<p>As specific achievers but evidence of above average progress in other non-core curriculum subjects e.g. ICT, DT etc.</p>

GIFTED OR EXCEPTIONALLY GIFTED	
These pupils' profiles will tend to be as follows:	
ADVANCED SPECIFIC ACHIEVERS	ADVANCED GENERAL ACHIEVERS
<p>Quite a few scores of 3 and 4, in D.</p> <p>Other statements may score from above to well above average (from 2 to 3).</p>	<p>As specific achievers but evidence of well advanced or exceptional progress in other non-core curriculum subjects e.g. ICT, DT etc.</p>

TALENTED OR EXCEPTIONALLY TALENTED	
These pupils' profiles will tend to be as follows:	
TALENTED	EXCEPTIONALLY TALENTED
<p>Some scores of 2, 3 or 4, in E.</p> <p>Other statements may score from around average to above average (from 1 to 4).</p>	<p>Some scores of 3 or 4, in E.</p> <p>Other statements may score from around average to above average (from 1 to 4).</p>

Names should be entered into the AGT Register for each class. It is important to note that a child may fall into more than one category, for example;

Specific Achiever in Maths, Talented in Music, Exceptionally Talented in ICT.

Intervention Programmes used:

Lexia

Toe-by-Toe