



HURLINGHAM SCHOOL

Policy for More Able Pupils, including Gifted & Talented Provision

This policy is made available to all parents, prospective parents, staff and prospective employees of Hurlingham School on our website and a hard copy can also be viewed at our School Office.

This Policy should be viewed in conjunction with the COVID-19 Pandemic Risk Assessment, Pandemic Plan and Pandemic Policy.

1. Introduction

Hurlingham School is a non-selective school and we have a very broad range of ability. We believe that more able children are those who achieve, or have the ability to achieve, at a level significantly higher than his or her peer group in school. Able children are those with strong intellectual and academic abilities. Talented pupils excel in specific areas, for example, music, art, design, drama, dance or sport. We believe that every child in the school has the right to receive our assistance in achieving his or her potential.

2. Aims (in support of, and as an extension to, those of the whole school as identified in the *Curriculum, Teaching and Learning Policy*)

We aim to ensure all pupils, including the more able, gifted and talented, achieve of their best by:

- Supporting the abilities, personal qualities and talents of all children
- Ensuring that all children receive an education appropriate to their abilities
- Providing teaching which makes learning challenging and enjoyable through opportunities for higher order thinking and questioning skills
- Employing a wide variety of methods to recognise potential
- Recognising under-achievement and seeking to remove it through a range of strategies including explicitly higher expectations, support and reinforcement and additional pastoral care as necessary
- Stimulating children through extra curricular activities and through curriculum enrichment
- Having the expectation that the curriculum for all will be extended by realising the needs of the most able
- Compiling a More Able Pupil Register

3. Definition

All children at Hurlingham should be working at a level at least commensurate with national expectations. However, pupils are identified as “more able” if they have a higher level of ability than most pupils of the same age in one or more curriculum areas or in any of the following:

- general intellectual ability
- physical talent

- musical talent
- dramatic talent
- artistic talent
- mechanical ingenuity

4. Identification

Our aim is actively to identify our more able children in all subjects and courses. Our starting point is each pupil's aptitude and attitude towards the learning objectives specified in the relevant subject documentation for each curriculum area at each stage of learning. However, we also recognise that more able children may be:

- good all-rounders
- high achievers in only one area
- of high ability but with low motivation
- of good verbal ability but poor writing skills
- very able with short attention span
- very able with poor social skills
- keen to disguise their abilities

(Deborah Eyre, 1993)

4.1 Information will be drawn from:

- Teacher observation and assessment
- Test results
- Detailed records from previous classes
- Discussions with the child and parents
- Good communication between teachers, including regular monitoring of our register of children with particular abilities
- Continuous assessment by the teacher of tasks which are open-ended enough to allow the child to show what he or she can do.
- Background knowledge
- Where appropriate, the views of external consultants such as educational psychologists

5. Provision

5.1 Whole School Approach:

The School aims to create a climate in which success is valued by everyone. This will be done by:

- Identifying the particular needs of more able children in all our planning
- Providing appropriate resources
- Encouraging children to be independent in their learning. This will include the provision of opportunities for them to organise their own work, access the resources they need, work unaided, make their own choices about work, evaluate what they are doing and be self-critical
- Being flexible in the organisation which might include setting for a particular subject, cross-curricular enrichment projects or partial acceleration, thereby providing opportunities for the more able child to work with others of similar ability
- Celebration of achievement

5.2 In the Classroom:

- Establishing what prior knowledge, understanding and skills the pupils have so that we are not wasting time or demotivating the pupil by unnecessary repetition or duplication
- We are aware that the “bright but lazy” pupil requires particular challenge and motivation
- Being aware of the danger of assuming that more able children are easier to teach than other pupils

The above is demonstrated in class by:

- Providing appropriate challenge through high quality tasks for enrichment and extension growing out of the subject/topic being studied by the whole class
- Planning work so that extension tasks are always available for able children, allowing for flexibility to adapt to changing needs/directions
- Differentiating appropriately through stimuli, resources, tasks, outcomes and responses
- Providing wide variety in what we prepare for the pupils and in what we ask them to do for us
- Ensuring that children have varied starting points on activities that is suitable to their ability
- Providing extension groups and activities at times outside the core teaching timetable

5.3 Outside the Classroom:

We aim to provide:

- A wide range of extra-curricular activities including after-school clubs, instrumental lessons, choirs, orchestra and ballet
- Local and residential trips
- Opportunities for entering competitions and auditioning for national musical ensembles
- The use of outside agencies and experts

6. Assessment, Recording and Reporting (See Assessment, Recording and Reporting Policy)

- Assessment is made by the form teachers and specialist subject teachers and is used to guide the progress of each pupil and to indicate what the next stage in his or her learning should be
- Suitable tasks which enable teachers to determine whether the learning objectives have been met may include, small group discussion, short oral tests, specific assignments for
- individual pupils, child centred discussions and child self assessment
- Once the children complete a unit of work, teachers make a summary judgement of the work for each child as to whether they have obtained or exceeded the expectations of the unit
- Reporting to parents is done twice a year through Parents’ Evenings and twice a year through a written report. This focuses upon the achievements of the child across all subjects and the next steps that will be taken to progress the child onto the next level

7. Monitoring and Review

The More Able Child Co-ordinator will:

- with the assistance of class teachers and subject specific teachers, compile a register of more able children for each year group. This register will be reviewed termly
- monitor the planning for the provision of more able children, making sure that class work is differentiated and that there are differentiated learning outcomes
- along with other subject leaders, monitor the provision for more able children through lesson observations
- along with other subject leaders, keep samples of the children's individual work and photos of evidence of work
- make sure the content of topics covered by teachers is monitored to ensure that a wide range of topics are being taught and to ensure that progression is being made
- liaise with the Deputy Head of Curriculum regarding curriculum content
- liaise termly with the Heads of Key Stage regarding More Able Pupils in their Key Stage

8. Quality Standards

Our custom and practice in all aspects of teaching and learning is to audit quality using the standard ISI criteria (and the Whole School ISI Observation Form is a starting point for all discussions.) Prior to the 2015-2016 academic year, the school evaluated specific provision for its More Able Pupils, including the Gifted and Talented, by use of the Institutional Quality Standards (IQS). However, from September 2015 onwards, this was changed to the NACE Challenge Award Framework as this was judged to be a better auditing tool for the specific outcomes experienced by the pupils.

Date created: Autumn 2009

Date of last review: September 2020

Date of next review: October 2020