



GREENBANK PREPARATORY SCHOOL & DAY NURSERY

POLICY FOR EXCEPTIONALLY ABLE AND TALENTED PUPILS

Member(s) of Staff Responsible	LSCO Philippa Atha
Date of Current Policy	Spring 2019
Date to be Reviewed	Spring 2022

‘Greenbank aims to provide a caring environment where traditional values of courtesy, respect for others and pride in work enables all children to develop their talents, gain self-esteem and reach their full potential.’

This is a whole school policy which includes the Early Years Foundation Stage, which is the Nursery, Preschool and Reception classes. It also includes temporary workers and volunteers.

RATIONALE:

Exceptionally Able and Talented children possess, to an outstanding degree, demonstrated ability or potential in one or more areas. These children may require differentiated or additional learning experiences to help them to realise this potential.

GREENBANK UNDERSTANDING OF THE TERMS EXCEPTIONALLY ABLE & TALENTED:

(a) Exceptionally able = those pupils who possess a general academic learning ability or potential which is significantly greater than that of most of their peers in one or more academic subjects. Able pupils may:

- Show achievement or potential ability in a wide range of contexts and subjects.
- Demonstrate specific academic aptitude or affinity for a particular academic subject or aspect.
- Be particularly creative.
- Work flexibly and apply existing skills, knowledge and understanding to new situations.
- Communicate thoughts and ideas effectively.
- Be underachieving, their potential masked by other factors.
- Have outstanding abilities and special needs.

(b) Talented= Those who show an exceptional talent in a creative or expressive arts subject or sport (non-academic ability) or possess a less easily acknowledged talent such as leadership, creative imagination or social maturity. This might include:

- *Physical Talent* -sports, games
- *Performing Abilities*- dance, movement, drama
- *Mechanical Ingenuity*- construction, object assembly (& disassembly)
- *Outstanding Leadership* - organiser, outstanding team member, reasoned judgements, analytical ability
- *Social Awareness*- sensitivity, empathy
- *Creativity*- artistic, musical, linguistic

The above list is, of course, not exhaustive and pupils may display exceptional abilities in a wide number of areas.

BELIEFS, VALUES AND AIMS:

Greenbank School is committed to providing the highest quality learning experiences for children of all abilities to enable them to develop their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social. We have an ethos that encourages and celebrates success and supports high expectations for all pupils, including the more able. By co-ordinating and building upon good practice, we seek to develop provision that enriches, extends and differentiates the curriculum. The best teaching challenges more able children by extending and broadening their knowledge, skills and understanding.

Teaching Staff at Greenbank School will:

- Maintain an ethos where high achievement is respected.
- Encourage all pupils to be independent learners.
- Recognise achievement.
- Be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievement.
- Provide a wide range of extra-curricular activities and clubs.
- Always provide work at an appropriate level.
- Provide opportunities for all pupils to work with like-minded peers.

IDENTIFICATION:

As there is no single measurement with which to identify Exceptionally Able and Talented pupils, it is important that a broad-based, inclusive approach is adopted with teachers gathering evidence from a wide range of sources. At Greenbank School we endeavour to obtain as much information about individual pupils as possible by using a combination of the following sources of information: -

- Foundation Stage Assessments
- Standardised, summative testing
- Reading and Spelling Tests
- General assessment activities
- Providing challenging teaching and learning opportunities that allow children to demonstrate their ability
- Teacher observation and assessment of a child's approach and response to their work (including responses to extension and enrichment tasks) in a range of contexts within and outside the classroom
- Educational Psychologist assessment
- Providing extensive opportunities for children to participate in music, visual arts, design, media, sport and dramatic art to allow latent talents to be discovered
- Encouraging children to bring in certificates, medals, trophies and other awards from outside school activities
- Previous records

PROVISION:

The curriculum for Exceptionally Able and Talented pupils should be academically rigorous, intellectually stimulating and sufficiently flexible to meet their educational, social and emotional needs. The classroom should offer a carefully structured positive atmosphere in which the contribution made by all pupils is recognised, differences acknowledged and where enthusiasm for learning is fostered. Talented pupils will have regular opportunities to exhibit their abilities in the creative arts and sport.

The school will seek to discover and utilise a range of strategies to improve the teaching and learning of Exceptionally Able and Talented pupils in line with the teaching and learning framework.

These may include:-

- Enrichment activities (for example visiting experts, use of a wide range of materials and resources, study skills taught directly, enquiry work, increased technical/specialist language etc) which add breadth and range
- Extension activities (with emphasis on open-ended tasks and questions, deepening understanding of concepts, additional activities around the base themes) which add depth and complexity
- Activities differentiated by task/outcome (including differentiated homework)
- Cross curricular projects, employing research using a variety of reference sources
- Opportunities for pupils to initiate discussion and to think creatively
- Tasks involving individual research, problem solving, puzzles, challenges and explorations
- Activities which promote high order thinking skills
- Leadership of school-wide activities and opportunities for responsibility via the Eco and School Councils and as House/School Captains
- Tasks designed to take account of levels of existing knowledge, skills and understanding
- Access to higher tier assessment papers
- National schemes/competitions/festivals such as Y6 Entry to the National Maths Challenge competition and Language Challenge
- Challenging homework
- Opportunities to receive musical instrument tuition from specialist teachers
- Opportunities to perform in public
- Extra-curricular activities including speech, dance, art and sport
- Use of support staff within class with individuals or small focus groups
- Withdrawal of small groups of children by Headteacher / Assistant Headteacher / LSCO / Teaching Assistant
- School membership to North West Gifted and Talented (NWGT) with regular access to workshops, Masterclasses and activities outside school
- School hosts NWGT workshops biannually

PARENTS:

The school encourages parents to take an active part in their children's development, sharing activities and progress with them both formally and informally.

ARRANGEMENTS FOR CO-ORDINATING PROVISION:

- All schemes of work to include specific enrichment material and ideas.
- Awareness amongst all staff of their role in the identification of Exceptionally Able and/or Talented pupils based on subject specific criteria and the need to make the curriculum sufficiently challenging.
- The establishment of a register of exceptionally able and/ or talented pupils established by the LSCO and published to all teachers.
- Continuing professional development for staff which addresses the implications of Exceptionally Able and/or Talented pupils and develops teaching and learning styles which take account of differentiation, enrichment and extension.
- The effective assessment of pupils' potential and performance.
- The regular monitoring and reporting, to the Co-ordinator, of individual student performance.
- The active encouragement of pupils to enter local and national events and competitions.
- Opportunities for Exceptionally Able and/or Talented pupils to work together.
- Recognition, celebration and rewarding of achievement of all pupils.

RESPONSIBILITIES:

THE CLASS/ SPECIALIST TEACHER HAS THE RESPONSIBILITY TO:-

- identify and have appropriate performance expectations of Exceptionally Able and Talented pupils.
- recognize the importance of motivating Exceptionally Able and Talented pupils by ensuring the work is stimulating and relevant
- recognize the need to offer differentiated class work and homework in terms of challenge and pace
- provide resources which offer a range of activities including enrichment, extension and investigative activities
- provide opportunities for the more able to work with other pupils of similar ability
- ensure that regular assessment procedures are used to identify a high level of ability and also underachievement
- help pupils to identify short and long term goals

THE ASSISTANT HEAD ACADEMIC HAS THE RESPONSIBILITY TO:

- ensure that the policy is being implemented
- monitor the provision for Exceptionally Able and Talented pupils
- ensure an appropriate budget is allocated
- include discussion of provision for able and/or talented pupils on meeting agendas.
- ensure that the enrichment/extension material is being used by teachers
- track attainment and use this information to help highlight Exceptionally Able and Talented pupils and identify possible underachievement

COORDINATOR FOR ABLE AND TALENTED PUPILS HAS THE RESPONSIBILITY TO:

- assist in the monitoring of provision for Exceptionally Able and Talented children
- review resources and assist in the purchase of new resources within the allocated budget
- liaise with parents/any outside agencies as appropriate
- attend relevant courses and disseminate information to staff
- prepare a register of very Able and Talented Pupils
- evaluate the progress made by pupils and provision generally on an annual basis
- consider the list of identified pupils on an annual basis
- ensure that teachers have registers that recognise who has been identified.

EQUAL OPPORTUNITIES:

It is our aim that our provision for children who are Exceptionally Able or Talented is made irrespective of gender, race or belief. Particular activities or provision may only be available to a particular age group.