



St Michael's Prep School

Gifted and Talented Policy

Date of Last Review:	February 2018	Review Period:	As required
Date of Next Review:		Owner:	MBR, SLT
Type of Policy:		Board Approval	

At St Michael's Prep School, all staff are committed to ensuring that all pupils are supported to fulfil their potential. We recognise that pupils of all abilities, including most able pupils, are entitled to stretch and challenge.

This policy guides the way in which this happens at our school. Through the policy we aim to:

- ensure that we recognise and support the needs of most able pupils (referred to in the policy as 'gifted and talented')
- provide gifted and talented pupils with the chance to develop to their full potential (as all pupils at St Michael's). Definitions for gifted and talented children are included in Appendix A
- ensure that we challenge and extend gifted and talented pupils through the work that we set them
- encourage gifted and talented pupils to develop independent thinking and learning skills.

IDENTIFICATION

We identify our gifted and talented pupils as those who attain, or have the potential to attain, a standard substantially higher than other children of their age. Gifted and talented pupils will generally excel, or have the potential to excel, in one or more of the following areas:

- general intellectual ability
- highly curious
- specific subject(s), e.g. maths or languages
- physical education
- the visual or performing arts

All members of staff are responsible for identifying pupils' abilities. Identification is a continuous process; a pupil may move on and off our gifted and talented register dependent on current levels of attainment.

We use a range of strategies to identify gifted and talented pupils, including teacher observation, the use of standardised test data and assessment information (standardised scores over 130), work scrutiny, and discussion with pupils and parents. Once a pupil is identified as gifted and talented, he or she will be identified on SIMS and referred to the school's Head of Learning Development.

PROVISION

Our gifted and talented pupils are supported via classroom differentiation, whole-school provision and out-of-school provision. We regularly review schemes of work to ensure that differentiation and challenge is embedded. Staff receive regular CPD in how to cater for the A G & T learners.

CLASSROOM DIFFERENTIATION

In our classroom-based provision our goal is to ensure that:

- all teachers have high expectations
- all teachers design tasks that take account of prior knowledge, skills and understanding
- all lessons offer planned extension opportunities or challenging open-ended tasks
- all lessons provide opportunities for pupils to carry out independent learning
- all teachers use assessment data and monitoring of pupil progress to inform their planning

WHOLE-SCHOOL PROVISION

This takes place using a variety of methods, including setting, specialist teaching and extra-curricular activities. For example:

- Lunch time and after school clubs offering various activities
- School competitions both locally and nationally eg. Tunbridge wells festival
- Sports matches against other schools
- Choir, performance platforms and other instrumental groups
- Drama productions
- Guest speakers
- Curriculum days, for example French theme days
- Enrichment weeks, for example science week
- Curiosity Curriculum in Year 7
- Scholarships both internally for Years 7 and 8 and in preparation for scholarships to other schools in year 9
- Visits/workshops from poets, writers, artists, musicians etc.
- Use of subject specialists
- Enrichment opportunities during the school year to include wide ranging trips
- Valuing out of school achievements via the school reward policies and through celebration assemblies

OUT-OF-SCHOOL PROVISION

We aim to provide gifted and talented pupils with opportunities to extend their abilities and develop their interests outside school. This takes place via, for example, facilitating entrance to national competitions in subject-related areas, and organising out-of-school enrichment activities and visits.

MONITORING OUR GIFTED AND TALENTED PUPILS

We keep a register of our gifted and talented pupils that is updated in line with the assessment cycle. Monitoring activities include:

- Regular monitoring of teacher planning and provision
- Comparison of age standardised scores each year
- Academic progress meetings
- Lesson observations and learning walks

IT IS THE ROLE OF GIFTED AND TALENTED LEADER TO:

- Liaise with class teachers
- Work with the teachers to support the pupil and plan provision ensuring appropriate challenge
- Maintain the G&T register and update in line with assessment cycle
- Work with all parties to decide upon the strategies to be used to maximise learning and development
- Review provision on a regular basis
- Liaise with the Head Teacher and Head of Academics
- Review the effectiveness of the policy
- Keep abreast of initiatives, research and current thinking linked to AG&T provision
- Ensure that aspects of differentiation are regularly featured in the CPD programme

Appendix A

St Michael's Prep School Glossary of Terms

Gifted and / or talented – An intelligence or creative power or other natural ability or tendency that would enable them to become nationally recognised. (E.g. On the county or national level)

Most able – children who have the potential to or who are working above age related expectations in academic or practical subject areas within the school.

Rachel Martin January 2014

Rachel Martin and Mary Bridges January 2017

Mary Bridges and Juliette Poracchia February 2018