



Wakefield Grammar Pre-Preparatory School

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CHANGE RECORD - REVIEW PERIOD (2 YEARLY)

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*“What the research shows consistently is that if you face children with intellectual challenges and then help them talk through the problems towards a solution, then you almost literally **stretch their minds**. They become cleverer, not only in the particular topic, but across the curriculum.”*

Prof. Philip Adey, 2008

WGPPS Able, Gifted and Talented Policy

1. Introduction

This document is a statement of the aims, principles and procedures regarding Able Gifted and Talented (AG&T) provision at WGPPS.

Links to other policies:

WGPPS Curriculum Policy
 WGPPS Teaching and Learning Policy
 WGSF Safeguarding and Child Protection Policy
 WGSF Data Protection Policy
 WGSF Equal Opportunities Policy

2. Philosophy

Over recent years there has been a change in opinion about the most effective framework for Able Gifted and Talented provision. Experts in field such as Barry Hymer, Carol Dweck and Chris Watkins amongst others have been involved in a debate that shifted the focus of AG&T provision from ‘identification’ to ‘provision’, from ‘exclusive’ provision to ‘inclusive’ provision ... (see below)

Out	In
Prioritising the identification of gifted students – labelling and registers	Prioritising provision – truly personalised learning experiences.
Exclusive provision for the identified ‘AG&T’ pupils – exciting opportunities for the few	Inclusive provision (initially available to all students).
Fixed Cohorts – 5-10% of students based on norm-referenced ability criteria (e.g. SAT or CAT scores).	Flexible cohorts – e.g. based on student interest and personal application in that area, at that time.
Gifts (‘academic’ subjects) versus talents (‘non-academic’ subjects) distinctions.	Recognition that giftedness emerges in all domains, with no arbitrary distinctions, and through substantially the same processes.
A focus on data .	A focus on learning .

Source: The Able Gifted and Talented Pocketbook (Barry Hymer 2009)

2.1 Why the Change?

This shift and change of opinion has been a direct response to the dissatisfaction that many have felt with the principles and outcomes of the traditional data-driven framework which has been in place since around 2001. The data-driven framework (identification and register based) promoted a 'test-and-place' practice which can actually hinder the development of gifts and talents.

'Only 28% of children identified as AG&T by the end of KS2 went on to get their expected 3 'A' grades at A level, whereas a significant number of students who were not identified as AG&T at primary school did.' (Professor David Jesson University of York)

A new framework and approach has emerged which provides a challenging and realistic alternative to the data-driven model and is fit for the 21st century.

2.2 New Teaching and Learning Approach

The new framework shifts the focus from identification and registers and towards provision (teaching and learning). Placing the spotlight directly on what we as teachers are doing in the classroom to stretch and challenge all of our pupils – including the AG&T pupils. It does this whilst retaining a 'flexible' register of identified pupils – albeit with less focus on the register and identification processes. We understand that all of our children will be able, gifted or talented in some areas and therefore it is up to us to grow and develop our children to allow them all to flourish.

2.3 Benefits of Teaching & Learning Approach:

- It ensures that all pupils – including 'AG&T' pupils are being appropriately stretched, challenged and extended in their learning.
- It ties in with 'Personalised Learning' and 'Helping Children Achieve' philosophies
- It has the dual benefit of both evaluating the progress of the pupils identified as AG&T whilst also playing a central part in whole school improvement with regards to teaching and learning.
- It ensures that AG&T provision 'grows' gifts and talents as well as identifying them.

3. Aims of WGPPS AG&T Policy

To ensure that all pupils – including 'AG&T' pupils are being appropriately stretched, challenged and extended in their learning.

To 'create' as well as 'identify' gifts.

To give the children as many opportunities as possible so they find their talents and have clear pathways identified (both within and outside of school) for children to be able to nurture their talent.

4. Philosophy at WGPPS

We understand the benefits of the inclusive Teaching and Learning model and will structure our AG&T provision around this philosophy.

We have a 'flexible' AG&T register and (in addition to the teaching and learning provision detailed above) to organise AG&T provision and initiatives for those based on the AG&T register.

It should be noted again that the primary focus will be on whole school teaching and learning and that the register will not be a main focus of our AG&T provision.

This approach is deemed to be the 'best-fit' solution for WGPPS as an Independent School.

5. Provision Methods & Strategies

The following section details methods of provision, both inclusive and targeted, based on the philosophy outlined above. It outlines strategies that teaching staff can use to nurture and create gifts within our school.

5.1 Subject provision for both inclusive and targeted strategies will be outlined in subject specific policies.

5.2 Teaching & Learning Strategies (Inclusive Provision)

These strategies are intended to be used in the classroom. They will help to stretch, challenge and extend all children.

5.2.1 **Thinking Skills (Blooms Taxonomy)** A popular choice as a vehicle for promoting Thinking Skills is Bloom's Taxonomy. Benjamin Bloom (1913-1999), an educational psychologist, classified levels of intellectual behaviour in learning. He identifies six levels within the cognitive domain; knowledge, comprehension, application, analysis, synthesis and evaluation. While knowledge demands only simple recall and recognition of facts, the levels of intellectual behaviour become increasingly more complex as we move down the list towards evaluation. We should strive to encourage critical thinking amongst our pupils.

5.2.2 **Higher Order Questioning** Higher order Questioning is required to develop critical and creative thinking. Examples include: Why does anything exist at all? Higher order questions present the learner with no easy option or single neat answer. It offers a challenge with regard to thinking that is as difficult as the pupils' ability and enthusiasm will allow.

6. Targeted Provision with focus on Identification and pupils on the 'flexible' register

These strategies deal with targeted provision. This is where we aim to provide solely for the AG&T pupils who have been 'identified' and placed on the flexible register (see section 7 for identification methods).

Provision for able children is often discussed in terms of **acceleration**, **enrichment** and **extension**.

- Acceleration – the pace of learning – when a pupil is moved through the curriculum at a faster speed than their peers.
- Enrichment – breadth of learning – additional educational activities that supplement the curriculum. Distinct initiatives may be organised by subject coordinators and these will give identified AG&T pupils a chance to extend and enrich their learning in a particular subject or area of the curriculum.
- Extension – depth of learning – activities that develop a higher level of thinking

This form of AG&T provision should be planned coherently across the school and within all curriculum areas.

7. Identification – AG&T pupils will be identified via traditional methods (data and teacher consideration).

We aim to use a range of strategies to identify more able and very able children. The identification process is ongoing and begins when the child joins our school and involves staff, pupils and parents. Data taken into account will include.

- Information from parents
- Information from previous teachers and previous school records
- Discussions with pupils
- Entrance examination results and standardised scores

Identification by staff using professional judgements, classwork and test and assessment results.

Children gifted in English may be identified when they:

- demonstrate high levels of fluency and originality in their conversation;
- use research skills effectively to synthesise information;
- enjoy reading and respond to a range of texts at an advanced level;
- use a wide vocabulary and enjoy working and playing with words;
- see issues from a range of perspectives;
- possess a creative and productive mind and use advanced skills when engaged in discussion
- work confidently on objectives for year groups higher than their own
- achieve levels in end of year tests above those expected for their year group

Children gifted in Mathematics may be identified when they:

- explore a range of strategies for solving a problem;
- are naturally curious when working with numbers and investigating problems;
- see solutions quickly without needing to try a range of options;
- look beyond the question in order to hypothesise and explain;
- work flexibly and establish their own strategies;
- enjoy manipulating numbers in a variety of ways
- work confidently on objectives for year groups higher than their own
- achieve levels in end of year tests above those expected for their year group

Children gifted in PE/Games/Swimming may be identified when they:

- are confident in themselves and in familiar contexts
- take risks with ideas and approaches, and be able to think 'outside the box'
- show a high degree of motivation and commitment to practice and performance
- are intelligent, independent, thoughtful performers, actively forming and adapting strategies, tactics or compositions
- are able to reflect on processes/outcomes in order to improve performance, understanding the close and changing relationship between skill, fitness and the tactics or composition of their performance
- are good decision-makers and able to take the initiative, often showing high levels of autonomy, independence and leadership
- are creative, original and adaptable, responding quickly to new challenges and situations, and often finding new and innovative solutions to them
- have a high degree of control and coordination of their bodies
- show strong awareness of their body in space

- combine movements fluently, precisely and accurately in a range of contexts and activities
- have specific abilities - ie in athletics
- have high levels of fitness for their age
- perform at a high level for a club outside of school ie playing for an academy, selection for county, consistency in park runs etc.

Children gifted in Music may be identified when they:

- are captivated by sound and engage fully with music
- select an instrument with care and then be unwilling to relinquish the instrument
- find it difficult not to respond physically to music
- memorise music quickly without any apparent effort, be able to repeat more complex rhythmic and melodic phrases given by the teacher and repeat melodies (sometimes after one hearing)
- sing and play music with a natural awareness of the musical phrase -- the music makes sense
- demonstrate the ability to communicate through music, for example to sing with musical expression and with confidence
- show strong preferences, single-mindedness and a sustained inner drive to make music

Pupils normally have access to VIM (Visiting Instrumental Music) teachers from Y3 onwards. If they have been identified as having a specific musical talent earlier than this, they may be able to access VIMS provision from Y2 or even Y1, as appropriate. This can occur after discussion between parents and the music lead within WGPPS.

Children gifted in Modern Foreign Languages may be identified when they:

- have more extensive knowledge and use it more effectively
- utilise metacognition more efficiently and more often
- spend more time on the cognitively complex parts of problem solving and then quickly solve and report solutions
- understand problems better, especially in terms of commonalities and transfer
- see links/patterns between language
- employ assumptions that they systematically evaluate
- are flexible in choosing strategies and points of view
- They enjoy and create complexity and challenge around their tasks

8. Organisation & Responsibilities:

Able Gifted and Talented Coordinator (Mrs Butler)

- Will develop whole-school evaluation and improvement planning for the provision of outcomes for AG&T pupils.
- Develop classroom practice for AG&T pupils
- To be an advocate for the needs and aspirations of able pupils and to increase awareness amongst teaching colleagues
- To compile and keep up to date a register of able pupils
- To identify training needs amongst teaching staff
- To coordinate provision for able pupils on the register
- With others to identify and resolve underachievement amongst able pupils
- To support and monitor curriculum planning that ensures differentiated provision

Subject Leaders

- Will work with the AG&T coordinator to ensure that all pupils including AG&T pupils are being appropriately stretched, challenged and extended in their learning in their particular subject
- Will monitor pupils within their subject that are identified as AG&T and be able to provide evidence (in appropriate ways)
- Will identify examples of provision within their own subject policy for both inclusive and targeted strategies
- Discuss AG&T provision and methods of identification appropriate to their subject and take feedback from class teachers during Subject Meetings
- Look for evidence of pupils being stretched, challenged and extended in their learning when doing Lesson Observations and Work Sampling

Class & Specialist Teachers

- Will endeavour to ensure that all pupils including AG&T pupils are being appropriately stretched, challenged and extended in their learning at all times
- Will notify the AG&T coordinator of any children they feel are showing particular ability in any area of the curriculum so that they can be added to the register

Support Staff

- Will notify the AG&T coordinator of any children they feel are showing particular ability in any area of the curriculum so that they can be added to the register
- May be called to work with AG&T pupils within the classroom whilst supporting in a lesson

Parents

- Will not in the main be notified of their child being on the AG&T register – this is a register for internal use and this is being done to avoid complications should a child be removed at a latter stage etc. There may however be exceptions in some cases.

9. Personalised Learning (DCSF Learning Framework)

‘Personalising learning means, in practical terms, focusing in a more structured way on each child’s learning in order to enhance progress, achievement and participation. All children and young people have the right to receive support and challenge, tailored to their needs, interests and abilities.’ Christine Gilbert (2006)

The five elements of personalised learning are;

- Assessment for learning (AFL)
- Effective teaching and learning
- Curriculum entitlement and choice
- Organising the school
- Beyond the classroom

10. Monitoring and Evaluation

There is a nominated teacher who coordinates the provision and practice within the school for Able Gifted and Talented children. The coordinator's role includes:

- running a register of Able Gifted and Talented pupils, and keeping it up to date;
- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken across all curriculum areas by the higher achievers;
- regularly reviewing the teaching arrangements for these particular children;
- monitoring their progress through discussions with teachers, observations and discussions with the children on the register.
- supporting staff in the identification of these children;
- providing advice and support to staff on teaching and learning strategies;
- communicating relevant strategies and new methods of maintaining AG&T provision within the school