

Able and Talented Pupils' Policy

Rationale

Queen's College Pre-Prep and Nursery has developed an inclusive policy to drive and direct learning for all pupils and, therefore, to identify and meet the needs of able and talented pupils.

Definitions

The term "able" is used to refer to learners who are achieving at the top 5 – 10% of the ability range for the school in specific subjects. The term "talented" refers to learners who have a gift in fields such as Music, P.E., Art, Dance, Design and Technology, leadership and team building. At Queen's College Pre-Prep and Nursery we recognise multiple intelligences rather than only academic strengths, also "trans-intellective" strengths e.g. empathy, resourcefulness and resilience. We are committed to creating opportunities for pupils to identify their gifts and talents and for abilities to flourish.

School Aims

The school's aim is to provide a happy and secure environment offering a wealth of learning experiences and opportunities. In doing so, we recognise that:

- all children have an entitlement to a broad and balanced curriculum.
- all children in the school are the responsibility of each and every one of us – adoption of a whole school approach to able and talented children is essential.
- all children are special and may at some time have particular educational needs.
- positive relationships are essential in establishing successful teaching and learning and that these may be any of the following:
 - significant adult < --- > child/ren
 - child < --- > peer/s
 - adult < --- > adult
- the school must continually work towards encouraging a high level of self-esteem in both children and staff e.g. through the *Sea/* programme which is used throughout the Nursery and Pre-Prep departments.
- an understanding partnership between the home and school is essential for all concerned.

WE ARE ALL COMMITTED TO THE PROCESS OF CREATING AND MAINTAINING A SECURE, CARING SCHOOL IN WHICH EACH CHILD IS WELL TAUGHT AND IS ABLE TO DEVELOP SOUND ATTITUDES TO LEARNING, TO HIM/HERSELF AND TO OTHERS.

This policy adheres to the aims of all subject policies in its commitment to provide a rich and varied curriculum where the highest standards of teaching and learning are expected of all members of the school community. It is intended as a framework to guide all staff in providing challenging opportunities for able and talented pupils. This will be reflected in both long and short term planning (e.g. schemes of work and weekly planning.)

Statement of Intention

The school aims to provide for able children by:

- offering entitlement to appropriate education through differentiated and challenging activities.
- working at higher cognitive levels with focus on enrichment
- offering opportunities to develop specific skills and/or talents
- having a concern for the whole child i.e. social as well as intellectual
- providing a classroom environment that encourages and acknowledges success.
- planning for development of effective thinking skills
- providing opportunities for pupils to identify and develop a unique profile of learning dispositions, gifts and talents
- providing co-curricular activities to accommodate and develop a wide range of interests and talents

Identification

The following assessment procedures will provide indicators of ability:

- Foundation Stage Profile – this comprises the Nursery Assessment Profile and Reception's *Individual Pathway* assessment procedures
- Records from previous schools
- *NFER* tests
- *Read Write Inc* assessments
- *Lucid COPS* assessment
- Information from parents
- Results of music examinations
- Competition results
- Self generated projects
- Standardised test results
- Teacher observation

Whole school Organisational Strategies

Below is a list of strategies used throughout the school:

Positive whole school ethos:

Courses in PHSE e.g. Circle Time enhance respect for pupil diversity; resources are drawn from *Espresso* and *Hamilton*

Planned timetabled enrichment activities:

cross-curricular

inter-year e.g. *Read Write Inc* synthetic phonics teaching programme

differentiated planning

French lessons from Reception to Year Two

Acceleration/fast tracking:

When appropriate, individuals may experience an accelerated curriculum within the classroom. Homework activities will be differentiated to provide for identified pupils.

Outside Agencies:

Theatre companies, experts in particular fields, advisers, parents and governors all have a valuable role to play.

Courses and activities may take place in or out of school. They enrich and enhance practice in the classroom and empower teachers to make suitable provision. Preparation and follow-up work is an important element of such provision.

Additional opportunities:

Forest school

Sports activities e.g. Multi-Skills afternoon

competitions

publishing

challenges

productions

concerts

educational trips

visitors to school – professionals/parents sharing expertise and interest

Speech & Drama festivals and examinations

ballet & tap dancing lessons

peripatetic music teachers offer lessons in a wide range of instruments

recorder lessons and opportunities to play in assemblies and concerts

ability groups for swimming lessons in Reception

Grouping/setting:

Pupils are grouped according to ability in aspects of Literacy. When appropriate, pupils are placed in groups for mathematics. Opportunities are created for able children to work in pairs and/or groups to undertake challenging activities.

Clubs and societies:

The school offers a wide range of clubs and societies e.g. construction, art, science and a range of sporting activities.

Home/school liaison:

It is vital to involve and gain support from parents and to provide support for them. At the beginning of each year, a curriculum evening is held for the parents in every year group and termly Parents' evenings are held throughout the year. In the Spring term parents are invited to come into school and the children share their work with them. Nursery hosts events such as "bring your daddy to work" week. Grandparents are invited to the school on an annual basis. Parents are invited to class assemblies where ongoing work is showcased. The school has an open door policy which allows ample opportunity for informal consultation e.g. between eight and eight thirty every morning and at 3.30 pm at the end of the school day. Informal liaison is also fostered through the use of a home/school reading diary. Email addresses are available to all parents. A weekly newsletter is emailed to all parents (hard copies also sent) and staff from each year group send half-termly newsletters detailing forthcoming topics and curriculum information. During special events, such as Book Week, parents are invited to come into their child's class to read a favourite story.

Cross-phase liaison:

Children in the Pre-Prep use the Junior school facilities on a regular basis e.g. ICT is timetabled in the Junior ICT suite each week for all pupils from Reception to Year Two. Pre-prep children join Year 3 pupils in a weekly assembly in the Junior Hall led by Mrs Khodabandaloo; parents are invited to this assembly. Junior staff take pupils for Sport and French lessons. Sports lessons take place using the Junior facilities.

In the Summer term, year 2 pupils spend a morning and lunchtime in the Junior School to meet the staff and familiarise themselves with their new classroom. Year 3 staff spend several sessions working with Year 2 pupils in the Summer Term.

In the Foundation Stage, careful links are established between Nursery and Reception:

- Nursery children experience Forest School which continues in Reception and throughout Pre-Prep.
- In the Summer term, Reception teachers have a weekly story reading session with Nursery children
- Nursery children enjoy activities afternoon in Reception classes
- Nursery attend a weekly assembly in the hall in the Summer Term.
- Nursery and Reception classes share facilities throughout the year e.g. the garden and dining room.

Before joining the Nursery, all children are offered the opportunity to experience sessions in the Nursery setting. Toddler groups, *Music with Mummy*, *Signing for Babies and Creation Station* are held every week in the Activities room and hall so that pre-school children are already familiar with the school and have met other children who will be joining the Nursery.

Classroom strategies

Below is a list of strategies used in Queen's College Pre-Prep and Nursery

Teacher expectation, Expertise and Positive Attitude:

No artificial ceilings e.g. National Curriculum key stages

Planned, appropriate differentiation

- schemes of work and lesson plans
- based on sound principles

Teacher time, intervention and questioning leading to higher order thinking skills

Opportunities for enrichment and extension:

Opportunities to follow own interests. This is a two way process where outside interest can add depth and breadth to the school curriculum.

Teacher response to student questioning

Study skills and thinking skills:

To lead to independence and more efficient thought. Able learners think and learn in a variety of ways. Classroom practice should reflect this variety and include, for example, audio, visual and kinaesthetic input; child-centred and teacher led approaches.

Work at higher cognitive levels:

Synthesis, analysis, evaluation

Variety of teaching and learning styles

Teachers' planning addresses the needs of all learning styles – visual, auditory and kinaesthetic. Activities are planned so that pupils have the opportunity both to excel in their preferred learning style and strengthen their ability in other learning styles.

Differentiated homework

With some long-term homework projects in Year 2

Balance:

- between open-ended problem solving and closed, timed tests
- between individual, paired and group tasks

Resources:

Available and at a suitable level. Resources are also shared between classes and stages.

Choice and individually negotiated tasks

Different approach or starting point:

For example, starting subject topics by exploring artefacts; "what if...?" questions; coding and decoding; minimal direct instruction

Challenge:

"Pin them up against the wall and make them think!"

Target setting and evaluation of own progress:

- Set SMART targets (**S**pecific, **M**easurable, **A**ttainable, **R**ealistic, **T**imed)
- Targets are discussed and agreed between each pupil and class teacher
- On each pupil report, targets are set for Numeracy and Literacy
- Foundation Stage observations recommend next stage of learning
- *Read, Write Inc* programme involves half-termly assessments and reviews.

Emphasis on quality not quantity:

i.e. “hots” not “mots” (higher order thinking skills not “more of the same”)

Opportunity to work with others of similar ability

Most difficult tasks first and moving straight onto extension activities

Compacting the curriculum:

Similar to a “must/could/should” model where students may move straight to higher levels, or spend less time on the basic curriculum (the “must” stage)

Resident expert:

Individuals, pairs or small groups of pupils share additional knowledge and understanding gained through working at a higher level; act as consultants to other pupils in areas of expertise; teach particular skills to whole class or groups.

Continuity and Progression

Pupils’ records will travel with them throughout the school. This will ensure continuity as pupils transfer between classes and between the Pre-Prep, Junior and Senior departments within the college.

Personal, Social and Emotional Issues

The school culture encourages a climate for personal, emotional and social development. PHSE provides many opportunities for pupils to develop interpersonal and intra-personal skills, emotional intelligence, creative development and self-esteem. Examples of such provision include incorporation of SEAL programme throughout the department, circle time and the awarding of Merit badges in the weekly celebration assembly.

Monitoring, Assessment and Evaluation

Practice is monitored through an analysis of assessment results and children’s work, through review of extra-curricular activity, dialogue with pupils, assessment of pupil progress and review and evaluation of the effectiveness of this policy on teaching and learning. Opportunities are afforded by school based INSET, staff meetings and formal reviews of the policy by the Headteacher and Gifted & Talented coordinator. A register is kept of all pupils who are able and talented in Literacy and Numeracy. Copies of the register are held in every teacher’s LDD file.

Named coordinator

- The coordinator for Gifted and Talented pupils in the Pre-Prep department is Gill Harrison

Continuing Professional Development

- Regular training for Coordinator and Governor
- Inservice training for all staff

Process for development and review

Policy and provision will be reviewed regularly to ensure effectiveness. This will be the responsibility of the Headteacher and the A & T coordinator.

This policy will be reviewed in October 2012

Signature
Mrs Jan Williams (Headmistress)

Signature
Mrs Gill Harrison (Gifted & Talented Coordinator)

13th October 2011