



## **HIGHLY ABLE, GIFTED AND TALENTED POLICY**

This policy applies to the whole school, including the EYFS.

### **Introduction**

St. Piran's School aims to create **Motivated, Engaged Thinkers** and strives to develop the whole person by nurturing an environment in which all pupils are happy, secure, confident and valued and allow our pupils to achieve their academic potential. We are committed to providing a challenging curriculum for all of our pupils so that they continue to make progress. This includes those that are more able or show a particular gift, talent or aptitude in any area of school life. We consider that a commitment to meeting the needs of more able children contributes to the entitlement of all children to an appropriate education.

At St. Piran's, we believe that all children are entitled to an education which will enable them to develop their full potential; be that intellectual, physical, aesthetic, creative, emotional, spiritual or social, finding appropriate challenge in our learning environment. All pupils have individual needs, and we aim to put a personalised approach at the heart of our teaching and learning. These needs are met daily through classroom provisions and through our extensive programme of extra-curricular activities. Pupils are monitored regularly for levels of attainment to ensure that we meet our aims.

Overall, our ambition is to provide a high performing, challenging and future focused learning environment for all, which offers the opportunities for pupils to reach their true potential and develop an enthusiasm for learning.

### **Rationale**

All pupils at St. Piran's School are valued for their individual strengths and abilities in areas across the curriculum and beyond. A St. Piran's education nurtures and inspires, unlocking the potential of every child. Our pupils are respectful, happy, creative achievers of whom this school is enormously proud.

It is our policy to provide a broad and creative curriculum, giving all children a chance to thrive and to demonstrate skills and abilities that might not otherwise come to the fore. High potential enrichment and extension work is provided by all teachers in all classes as part of differentiated and scaffolding lesson provision, including homework. Differentiation by outcome is only one of many forms that are in regular use at St. Piran's.

Working with others of like ability is important. This is made possible by group work or by the use of setting, where required. Differentiation and scaffolding provides activities requiring higher order thinking skills. The role of the teacher is vital in challenging the thinking of the highly able, gifted or talented child, as is the learning environment.

We are also aware that some pupils have significant abilities in one or more areas and this policy aims to address the specific needs of these pupils. At St. Piran's School, we believe that, within the

framework of equal opportunities, highly able pupils are entitled to have their needs recognised and addressed. Therefore, gifted, talented and highly able pupils need to be identified, targeted, supported, challenged and enriched to maximise their potential.

While we recognise and cater for these particular categories of children in our school, at the same time we respect the right of all children, irrespective of differences in ability, to access various areas of learning, both for their self-fulfilment, and for their eventual development into active and responsible adults.

### **Aims**

The best provision for GAT pupils and their peers is one that challenges them and extends their thinking, knowledge, skills and highest potential. Many of the ways of extending the thinking and learning of GAT children constitute good practice for all pupils when pitched at the appropriate level of challenge and, therefore, will impact on raising standards overall.

- To encourage all pupils to think creatively and to work independently;
- To recognise the needs of gifted, talented and highly able pupils within the framework of equal opportunities;
- To implement procedures and strategies that will address the needs of an identified cohort of pupils;
- To provide opportunities for highly able pupils to develop their specific skill or talent and maximise their potential;
- To ensure that gifted, talented and highly able pupils are motivated and challenged to achieve the best of their ability and, therefore, set standards of excellence as an example for others to follow;
- To develop a greater ethos of achievement across the school.

### **Definition**

This is a complex issue from which no definitive answer has emerged to date. It is further complicated by a range of terms used both locally and nationally, e.g., 'highly able', 'more able', 'gifted and talented', 'most able'. The school notes the current DfE definition of the 'academically more able', but takes a broader approach, aiming to identify and nurture high ability in all areas of the curriculum.

At St. Piran's, we have adopted the following definitions to define our 'able' pupils:

A '**highly able**' pupil as defined by our school, is one who achieves or has the potential to achieve at a significantly higher ability than most of the pupils in our school of the same age in a specific academic area such as English, maths, science, geography, history, RE, ICT and PSHCE. Highly able pupils will also be identified based on their CAT scores.

A '**talented**' pupil as defined by our school, is one who achieves or has the potential to achieve at a significantly higher ability than most of the pupils in our school of the same age in a specific skill such as art, design technology, music, drama, PE and Games.

The term '**gifted**' as defined by our school, is used to describe a pupil who has an ability or skill that is significantly greater than a child who is defined as highly able or talented. A child who may have an innate gift or maybe recognised nationally or internationally. Gifted pupils can also be identified based on their CAT scores. Once a pupil is identified as 'gifted' they cannot be removed from the register.

**'More able'** pupils are those who work consistently above age-related expectations as defined in National Curriculum Programmes of Study and can apply their skills and knowledge. This group is likely to make up to 30% of the school's cohort, often found in the top groups, sets and teams.

We may also have many pupils who are recognised as being **'able'** due to their advantageous experiences and home tutoring. This does not necessarily reflect their innate ability and these children would not be included within the school's register.

Many pupils will have more than one of these abilities and will be talented or highly able in one aspect. It is important to recognise that to be highly able, gifted and talented does not just mean to be 'intellectual'; ability is multi-faceted.

### **Identification**

At St. Piran's, our GAT cohort is made up from pupils identified in subjects based on using quantitative and qualitative data. We expect to identify approximately 5 -10% of pupils as highly able, gifted or talented in one or more of the following areas:

#### Highly Able and Gifted

**Intellectual** (academic subjects, e.g. English, mathematics, science)

**Communication** (MFL, LAMDA or debating)

**Social** (personal and interpersonal, leadership qualities, working with adults)

#### Talented and Gifted

**Physical** (PE, sports, swimming, dance)

**Artistic and Creative** (art & design, music, drama)

**Practical** (design and technology, mechanical ingenuity)

These areas are based upon categories from Howard Gardner's 'Frames of Mind' 1993 and a definition by Dr Eric Ogilvie, 1973.

### **Identification Methods**

At St. Piran's, we believe that a combination of the following methods should be used to successfully identify highly able, gifted and talented pupils:

#### **Assessment and tests**

Evidence from pupil work or performance

Teacher observation

General checklists

Subject checklists

In some cases, we would also be interested in taking the following methods into consideration:

Peer-nomination

Self-nomination

It is important to remember that some highly able, gifted or talented children may also be on the SEND List. We also recognise that not all gifted and talented children are obvious achievers. Many actually underachieve and their potential is masked by factors such as frustration, low self-esteem and lack of challenge. We aim to provide these pupils with the opportunities to fulfil their potential.

Highly able, gifted and talented pupils will show a combination of a number of the following characteristics:

- faculty with language use
- logical reasoning ability
- imagination and creativity
- ability to link concepts and ideas
- ability to question ideas and concepts
- wide reading
- wide general knowledge
- excellent memory skills
- humour
- ability to engage in problem solving
- interpersonal skills
- intrapersonal skills
- kinaesthetic skills
- rapid assimilation of materials
- focused concentration on specific tasks
- keen observation

Able pupils will show a combination of a number of the following characteristics:

- question readily
- persevere when motivated
- think divergently
- synthesise
- communicate fluently
- analyse
- show creativity
- engage with complexity
- perceive patterns
- grasp new ideas rapidly
- take risks
- spot logicalities or inconsistencies
- make links
- may underachieve

### **St. Piran's Leadership Habits**

At St. Piran's, we have had links with, and explored the use of, Growth Mindset and metacognition. Each of these have means to foster and develop the personal and learning skills of children beyond the curriculum; better equipping them for later life. Through these, the school formed the basis of the St. Piran's Leadership Habits: a progressive set of skills that run from Nursery through to Year 6. All lessons at St. Piran's should aim to develop these skills, alongside the continued learning set out in the curriculum.

### **The 'GAT Programme'**

Pupils who have been identified as gifted, talented or highly able are entered onto the school's GAT register, otherwise known as the 'GAT Programme'. A copy of the register will be kept by the Deputy Head Academic and Head of Teaching and Learning and is available to staff on Teams.

The annual GAT register will be completed by October in a new academic year and then reviewed on a termly basis, supported by regular feedback from classroom teachers, Heads of Departments, Heads of Year and other interested professionals. The Register will be reviewed at appropriate intervals to evaluate the progress of pupils. The review process is intended to identify children who are meeting their potential or underachieving and offer intervention where necessary.

Gifted, More Able and Talented Plans monitor individuals in the GAT Programme and are reviewed twice throughout the year. The first in the Christmas term, it will then be reviewed and the second written before the end of the Easter term. GAT pupils will have their progress closely monitored in order to set appropriate targets for improvement, challenge, and to identify needs or intervention. Targets will be reviewed at the end of the Summer term.

A pupil may be designated highly able or talented at a particular time and may come off the register on the recommendations of staff. A pupil may be classed as 'more able' in one school and not in another, depending on the composition of the school.

### **Classroom Provision**

Teaching staff at St. Piran's School are aware of the need to challenge the more able, highly able, gifted and talented pupils in their class and will endeavour to plan lessons that stimulate and encourage independent and creative learning and a spirit of enquiry in line with the St. Piran's Teaching and Learning Policy.

Provision for highly able, gifted and talented pupils will include the following:

#### Differentiation

Good use of differentiation is vital in a curriculum for highly able pupils. Teachers will plan for the following forms of differentiation.

Differentiation by:

- outcome or response
- resource of text
- task
- dialogue
- pace
- content
- responsibility or independence

#### Extension

Extension activities involve pupils developing a deeper understanding of a subject by encountering more complex resources and materials, tackling more challenging questions and tasks, demonstrating higher levels of thinking, and presenting increasingly more sophisticated responses.

#### Enrichment

Enrichment relates to the breadth of study and experience. It involves offering learners a wide variety of opportunities and exposes all pupils to experiences not usually encountered as part of the standard curriculum.

#### Whole School Approach

Staff continually give all pupils the opportunity to show what they know, understand and can do through a variety of ways when planning for children's learning, such as:

- A common activity that allows the children to respond at their own level;
- An enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- An individual activity within a common theme that reflects a greater depth of understanding;
- The opportunity for children to progress through their work at their own rate of learning.

### Organisation

Where possible all gifted, talented and highly able pupils are taught in classes or sets appropriate to their age. St. Piran's deploys a streaming system in Upper School (Years 5 and 6) for maths and English so that highly able, gifted and talented pupils will generally work in the top groups within their cohort. Provision will be made for these children within the normal class teaching, looking at working at a greater depth within mastery in the curriculum, but sometimes we will provide enrichment or extension activities to promote their skills and talents still further.

In cases where a pupil has abilities which are way beyond the peer group then consideration will be given to moving the pupil to a different year group for particular subjects, for part or all of the school day. This action will be taken after careful consideration and discussion between teachers, parents and the pupil. Where such acceleration takes place, due consideration will be given to the pupil's social development. Pupil's working in a higher year group will be carefully monitored and their progress reviewed regularly.

### Homework

Homework for all pupils is matched to the ability of the child and is set according to the School Homework Policy.

### Target Setting

Assessment is an on-going process. St. Piran's provides tracking data to teachers, pupils and parents, including whether pupils are 'Entering', 'Emerging', 'Expected', 'Exceeding' or 'Excelling'.

Pupils are aware of their targets in all subjects. Target setting for all pupils is matched to the ability and progress of the individual. Pupils are encouraged to be active participants in their own self development and become involved in the target setting process. Departments also have the responsibility to monitor and track the performance of their GAT pupils.

### Thinking and Learning

In line with the school's Teaching and Learning Policy, pupils at St Piran's will be encouraged to explore their preferred learning styles and develop their thinking skills in subjects across the curriculum. Teaching styles for highly able, gifted or talented pupils should be open-ended and flexible. These pupils need to be given the opportunity to 'take risks' in their learning. All pupils, but particularly the highly able, ought to be encouraged to think creatively and divergently.

### Ethos of Achievement

Our school values the ethos of achievement that has been created at St. Piran's. All pupils know that they are valued and cared for and there are excellent relationships between staff and pupils. Valued reward systems are in place and successes across the curriculum are celebrated. The school strives for continual improvement – it is aware of the need to take risks and try new things.

## Evidence of Achievement

Children on the GAT list in Upper School will be supported in keeping a record of achievement within their identified area. Children will be added to a Microsoft Team called Gifted and Talented (insert year.) From here, they will have a One Note page set up for them to add to overtime to celebrate their success. This will be monitored by the Head of Teaching and Learning.

## Provision for All Pupils

The pupils at St. Piran's School are provided with many opportunities to realise their talents, capitalise on their potential and celebrate their successes in all areas of school life. Please see Appendix for further details.

## **Beyond the Classroom (Extra-Curricular Opportunities)**

All children at St. Piran's have an opportunity to experience extra-curricular activities outside school hours, or during lunch breaks. These include:

- Creative Drama Club
- Common Entrance Science 11+
- Leadership
- Swimming Squad
- Netball
- Hockey (girls & boys)
- Rugby
- Football
- Golf
- Cricket
- Badminton
- Rounders
- Judo
- Gymnastics
- Tennis
- Table tennis
- Athletics
- Musical Theatre
- Dance, *including street dance, tap, modern and ballet*
- Multi sports
- Trampolining
- Cookery
- Swimming
- Chimes
- Bell Ringing
- Drama and Play Productions
- Chess
- Resistant Materials
- Sewing
- Gardening Club
- Dungeons and Dragons
- School Parliament
- Eco Parliament
- Think Tank
- Cooking
- Orchestra
- Middle School Choir
- Upper School Choir
- Chapel Choir
- Rock Band
- Recorder Club
- Touch Typing
- Computer Art
- Mindlab
- Outdoor Art
- Music Theory (MTech)
- Kickboxing

### **Role of the GAT Programme Manager**

At St. Piran's, we recognise the necessity for all staff to be involved with identifying, encouraging and meeting the needs of GAT pupils.

The responsibilities will be to:

- Increase teacher awareness of the needs of GAT pupils
- Bring issues related to GAT pupils to the attention of staff as necessary and act as a point of reference for colleagues
- Assist in the identification of GAT pupils
- Maintain and review the GAT Register
- Encourage pupils on the GAT Register to develop their interests and skills.
- Oversea pupil One Note files withing Scholars Team

### **Role of the Heads of Departments (HoDs)**

HoDs will liaise with the teaching staff in their department and the BPM to identify and monitor the progress of gifted, talented and highly able pupils. Where necessary, subject policies are developed by HoDs to contain suitable guidance for the identification of, and provision for gifted, talented and highly able pupils.

In addition, short term planning across the curriculum needs to be reviewed and revised to contain suitable enrichment and extension activities for GAT pupils. HoDs need to work in co-operation with the Head of GAT to source suitable resources and materials for their subjects and actively encourage GAT pupils to enter competitions.

HoDs may need to provide some extra provision, and a written report, for any Upper School pupils who are looking to gain scholarships at Year 7 and beyond.

### **All teaching staff**

All teaching staff have a shared responsibility to provide learning opportunities and a learning environment that ensures appropriate progress, attainment and enjoyment. Monitoring and tracking of underachievement will be supported by the Deputy Head Academic and Heads of Year in termly meetings for each year group.

### **Class teachers**

Monitor their pupils' individual progress through learning conversations. Class teachers have a key role in identifying areas of concern and liaising with the Heads of Year and the Deputy Head Academic.

### **Parents**

In our opinion, the GAT register should remain confidential to teaching staff only. The list is not definitive and is to be used as a working document to target, monitor and support highly able children within the framework of equal opportunities. However, it is the responsibility of all teachers to keep parents well informed of their child's progress and achievements.

The teaching staff at St. Piran's endeavour to offer parents guidance about how to support, challenge and maximise a pupil's potential through annual reports and discussions at parents' evenings.



### **Continuing Professional Development (CPD)**

St. Piran's is committed to extending and developing teachers' skills in provision for the able pupils. The BPM works closely with the Headmaster in order to attend national conferences and keep up to date with educational research in order to share and disseminate good practice.

This includes contributing to:

1. CPD sessions which provide a forum for sharing and disseminating good practice, including strategies for stretch and challenge
2. Whole school inset days that respond to particular aspects of pedagogy
3. Action Research and NACE Hub
4. HPL - High Performance Learning is a proven, research-based, pedagogy-led approach, accepting that everyone is a potential high performer.
5. Coaching and individual support

### **Additional Support**

The school is able to access support through:

National Association for Able Children in Education (NACE)

National Association for Gifted Children (NAGC)

Potential Plus UK

**Reviewed by:** Head of Higher Learning – Chris Hill

**Date:** September 2023

**Next Review Date:** September 2025

## **Appendix 1**

### **Provision for All Pupils**

St. Piran's School has a strong policy for supporting the more able, which aims to:

- Support and enrich all pupils
- Stretch and challenge the highly able
- Consider any pupil who potentially has an undiscovered gift or talent

The following activities highlight the many opportunities that we already provide at St. Piran's School for children to realise their talents, capitalise on their potential and celebrate their successes:

### **Pre-Prep**

#### **Intellectual**

- Golden book
- Target setting
- Year 2 star charts
- Spelling and times table certificate
- End of year assessments
- Written work displayed in school magazine
- Prize giving
- Creative writing competition
- Within the classroom: ability groups, differentiated work, Year 2 children in sets for Mathematics
- Subject Specific Celebration and Challenge Days

#### **Social**

- Golden book
- Achievement board
- Target setting
- Year 2 monitors
- Class leaders and helpers
- Show and tell
- Year 2 presentations
- PSHCE Think Challenge boards

#### **Physical**

- Sports day
- Cross country
- Swimming galas
- Swimming certificates
- Demonstrations
- Handwriting pencils
- Handwriting competition

#### **Artistic and Creative**

- Two Lower School performances each year
- Art displays
- Creative week
- Competitions to design front covers for galas, concerts and sports day

#### **Practical**

- Competitions for making the following: cars, hats, stone age weapons

## Middle School

### **Intellectual**

- Target setting
- Maths challenge
- French speaking competitions
- General Knowledge

### **Social**

- Residential trips
- Class monitor
- Library monitor
- Class MP for school parliament
- Middle School buddies
- PSHCE Think Challenge boards

### **Physical**

- Sports colours
- Swimming squad
- Swimming awards
- Sports captains
- Sports teams
- Dance awards
- Sailing awards
- Trampoline certificates
- Cross country competition
- Golf handicap
- Bike ability

### **Artistic and Creative**

- Art exhibition
- Creative week
- Art displays
- Arts competition
- School magazine
- Handwriting pens
- Choir medallions
- Music exams (Associated Board)
- Auditions for performances
- Lunchtime concerts
- Assemblies

### **Practical**

- Middle School trips and visits

### **General**

- Middle school achievement certificates
- Achievement board with photos
- Subject Specific Celebration and Challenge Days
- Wow work board
- Cups and prizes
- Speech day awards
- Activities: Mind lab, Chess, etc.

## Upper School

### **Intellectual**

- Scholarships
- Common Entrance
- Setting
- Mind Lab
- Maths/English challenge
- Language competitions
- External exams
- Target setting
- Differentiation
- Orchestra

### **Social**

- Leadership scheme
- Head of school
- Prefects
- Head Chorister
- Leader of Orchestra/Bells
- Clan Leader
- Captains of sport teams
- Library monitor
- Class monitor
- Class MP for School Parliament
- School Parliament leaders
- PSHCE Think Challenge boards
- Residential trips
- Woodwork club

### **Physical**

- Sports colours
- Sports scholarships
- Swimming squad
- Swimming awards
- Sports captains
- Sports teams
- Dance awards
- Sailing awards
- IAPS competitions
- Trampoline and gymnastics competitions
- Cross country training/trails/competition
- Triathlons and biathlons
- Golf handicap
- Bike ability
- External award schemes

### **Artistic and Creative**

- Art display and exhibitions
- Art and music cups
- Creative week
- Art/drama/music scholarships

- Art displays
- Arts competition
- School magazine
- Handwriting pens
- Choir medallions
- Music exams (Associated Board)
- Auditions for performances
- Lunchtime concerts
- Assemblies
- Chapel Choir
- Choir medallions

### **Practical**

- Individual DT projects
- Geography and History field trips
- Science days and trips

### **General**

- Celebration assemblies
- Subject Specific Celebration and Challenge Days
- Wow work board
- Cups and prizes
- Speech day awards
- Deputy Head Academic commendation
- Subject specific celebrations
- Activities: Mind lab, Chess, etc.

### **Provision for GAT Children**

- Schemes of work, which demonstrate planning for the most able learners (differentiation, enrichment and challenge tasks)
- Subject policies that state how each department identifies and caters for the needs of individuals
- Differentiated homework
- Clubs at lunchtime or after school, covering academic as well as other activities
- A loan service for enrichment materials and resources
- Opportunities to enter competitions
- Visits from poets, actors, dancers etc. into schools
- Use of the expertise and interests of able pupils to help deliver the curriculum
- Celebration of all areas of the curriculum on a regular basis
- Establishing a school newspaper or subject based magazines
- Activity weeks/longer blocks of time for activities
- Visits to places of interests
- Enrichment sessions during the school day/special timetable
- Mentoring by a suitably encouraging adult
- Cluster activities with other schools
- Consideration of enrichment activities provided by outside organisations
- Saturday/after school classes
- Special courses during holidays/weekends
- Encourage children to speak, organise and lead school activities
- Opportunities for independent study.