

Policy and Procedure on Able Gifted and Talented

Northampton School

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Contents

1. Monitoring and Review	1
2. Terminology	2
3. Definitions	3
Excellent Pupil Programme	3
Able:	3
Gifted.....	3
Talented:	3
Bright Individual	4
Gifted and Talented Individual	4
4. Legislation	5
5. Availability:	5
6. Introduction	5
Individual Profile.....	Error! Bookmark not defined.
7. Aims	5
Identification of Gifted and Talented children or young people	6
The Need for Early Identification.....	7
Wechsler Intelligence Scale for Children or young people or young people 4th UK Edition (WISC-IVUK)	7
WISC-IVUK	8
8. Policy	9
Teaching and learning	9
Management strategies	11
Standards.....	11
Enabling Curriculum Entitlement and Choice	11
Assessment for Learning	11
Transfer and Transition	11
Policy	11
Ethos and Pastoral Care.....	11
9. Standard Form, Letters and Related Documents:	11

1. Monitoring and Review

- 1.1.** The Proprietor will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than three years from the date of approval shown above, or

earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

- 1.2.** It is intended that the review and development of the curriculum will support enthusiastic and inspirational teaching. The process of review plays a key role in the continuing professional development of the teaching staff. This policy will be subject to continuous monitoring, refinement and audit by the Head of Service who is responsible for:
- overseeing the appropriate planning and delivery of lessons appropriate to the needs of **Excellent Pupil Programme** pupils/students (i.e. equivalent of Able, Gifted & Talented, ensuring that all classes are taught the requirements of the courses and that all lessons have appropriate learning objectives);
 - the organisation of the curriculum which takes into consideration the needs of **Excellent Pupil Programme** pupils/students (i.e. equivalent of Able, Gifted & Talented);
 - the way in which each subject is taught throughout the Location.
 - the review of long-term and medium-term planning, and ensuring that appropriate teaching strategies are used.
- 1.3.** The local content of this document will be subject to continuous monitoring, refinement and audit by the Head of Service.

Signed:



John Ivers
Proprietor, Cambian Group
September 2019

Leanne Dodds
Headteacher
January 2020

2. Terminology

- 2.1.** Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

'Establishment' or 'Location'	this is a generic term which means the Children's or college. Northampton School is a SEMH Secondary Day School.
Individual	means any pupil or student under the age of 18 or young adult between the ages of 18 and 25. At Northampton School we have students attending and/or residing between the ages of 11-16 years.
Service Head / Head of Service	This is the senior person with overall responsibility for the school. At Northampton School this is the Headteacher who is Rebecca Hill.
Key Worker	Members of staff that have special responsibility for Individuals residing at or attending the Establishment.
Parent, Carer, Guardian	means parent or person with Parental Responsibility
Regulatory Authority	Regulatory Authority is the generic term used in this policy to describe the independent regulatory body responsible for inspecting and regulating services. At Northampton School this is Ofsted.
Social Worker	This means the worker allocated to the child/family. If there is no allocated worker, the Duty Social Worker or Team Manager is responsible.
Placing Authority	Placing Authority means the local authority/agency responsible for placing the child or commissioning the service
Staff	Means full or part-time employees of Cambian, agency workers, bank workers, contract workers and volunteers.
Excellent Pupil Programme	?

3. Definitions

Excellent Pupil Programme

- 3.1.** The following definitions have been sourced from the Hampshire Inspection and Advisory Service (HIAS) and form a part of their recommendations. We believe these definitions to be useful and accurate. They are:

Able:

- 3.2.** individuals who have the potential or capacity to develop expertise in one or more areas of learning or performance;

Gifted

- 3.3.** individuals who have a broad range of achievement at a level well above average, typically in the more academic subjects;

Talented:

- 3.4.** individuals who excel in one or more specific fields, typically those that call for performance skills, such as sport or music, but who do not necessarily perform at a high level across all areas of learning.
- 3.5.** There will be a percentage of the children or young people in our school / college who will be considered as gifted and/or talented. Provision will be made for these children or young people within normal class teaching, but sometimes we will provide enrichment or extension activities to promote their skills and talents still further. Children or young

people who fall into the category of very able learners require a specific orientation to ensure their needs are addressed. The following criteria illustrates the possible dichotomy between bright/able children or young people and truly Gifted and Talented individuals:

Bright Individual

Gifted and Talented Individual

- Interested in excess of the norm;
- Highly curious; wonders a lot and articulates a creative response;
- Often has good ideas;
- Inevitably has strong insights and often conspicuous signs of lateral thinking;
- Answers questions appropriately with strong degree of accuracy;
- Elaborates on sharp insightful observations; makes excellent connections with other information domain - good at bridging;
- Repetition is required for strong skill;
- One or two repetitions are required for mastery of deep understanding;
- Has strong propensity to understand and grasps meanings beyond that which expected;
- Constructs abstractions readily;
- Draws inferences, readily concludes would be;
- Recreates with great accuracy; Creates original work;
- Solid technician or operator;
- Readily creates and invents;
- Absorbs and manipulates information;
- Has a good ability to memorise and to recreate with great accuracy;
- self-critical and has a tendency to set exceedingly high standards;
- Enjoys and is motivated by straightforward sequential challenges and
- Thrives on complex challenges.

3.6. For identification purposes Gifted and Talented individuals can be grouped as follows:

- Broadly gifted - excel in all they do and enjoy that success; easy to identify;
- Talented - possess a particular, if not striking, ability in one area, e.g. Maths or Music; relatively easy to identify as they tend to be academically able and successful;
- Rebellious gifted - possess some behavioural difficulties which manifest themselves as potentially disruptive and under-achieve; often such children or young people or young people are identified as purely disruptive or as a lower ability;
- Creatively gifted - deep thinkers who may be unpopular with peers due to a perceived lack of social skills; may be incorrectly identified as disruptive;
- Concealed gifted - under-achieving children or young people who do not want to be different from their peers so they may merge into their peer group; often such children or young people are incorrectly identified as underachievers or simply less able.

3.7. While we recognise and cater for these particular categories of children or young people in our school / college, at the same time, we respect the right of all individuals, 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. We value the

individuality of all our children or young people and ensure that our teaching and learning takes into account the needs of all. This policy guides the way in which this happens for our very able and more able children or young people.

4. Legislation

- 4.1. This policy is integral to Part 1 Quality of Education Provided (curriculum) (teaching) of the Education (Independent School Standards Compliance Record) (England)(Amendment) Regulations

5. Availability:

- 5.1. This policy is made available to parents/guardians, carers, staff and Individuals from the website or on request from the School Administrator.

6. Introduction

- 6.1. We believe in providing the best possible provision for Individuals of all abilities. We plan our teaching and learning so that each individual can aspire to the highest level of personal achievement. We have a responsibility to ensure sustainable and effective provision for the needs of Gifted and Talented individuals. The aims of this policy are aspirational and evolutionary. Gifted and Talented provision should meet the specific learning needs of these individuals. Such provision should improve achievement for all individuals by giving appropriate challenges. Provision for the Gifted and Talented should be rooted in the notion of 'developing expertise', and is not just about passing more exams. Gifted and Talented Education includes Able, Gifted and Talented Individuals.

Profile of Individuals at Northampton School

- 6.2. We provide for those with emotional and social difficulties (ESD), as well as other needs or diagnoses, including mental health, ADHD, ADD, and other difficulties. Most of our children are referred to us and funded through the local authorities. Our age range may vary depending on specific cases; however most of our Individuals will range between 11-16 years of age. Some of our students will have a Statement of Special Educational Needs or an Education Health Care Plan. Others may be undergoing assessment.

7. Aims

- 7.1. Our aims and objectives encourage all Individuals to reach their true potential and eventually become independent learners who value learning with and from others while embracing initiative. We aims to:
- ensure that our policies include a focus on the needs of Gifted and Talented;
 - develop effective school / college-wide strategies to identify, educate and support the Gifted and Talented;
 - develop a sustainable and effective curriculum, and extracurricular provision for all able, Gifted and Talented;
 - try to ensure that provision has optimum impact on the progress of able, Gifted and Talented;
 - explore and develop means of collaboration to help able, Gifted and Talented and provide for their needs;
 - enable children or young people to develop to their full potential;
 - offer children or young people opportunities to generate their own learning;
 - ensure that we challenge and extend the children or young people through the work that we set them.
- 7.2. While we recognise and cater for these particular categories of children or young people, at the same time, we respect the right of all individuals, 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. We value the individuality of all our children or young people and ensure that our teaching and learning takes into account the needs of all the children or young people. We are committed to giving all our children or young people every opportunity to achieve the highest of

standards. We believe that by ensuring appropriate provision for Gifted and Talented individuals, we will ensure the highest quality of education for all Individuals.

Identification of Gifted and Talented children or young people

- 7.3.** We use a range of strategies to identify Gifted and Talented children or young people. The identification process is on-going, and begins when the individual joins our school / college. Each individual's pre-school record gives details of achievements and interests in particular areas. Discussions with parents/guardians and carers enable us to add further details to these records. Observations by the teacher take place during an individual's first term in Reception. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each individual's Foundation Stage profile with the parent/guardian or carer, and use this information when planning for individual needs. As they progress, we test them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets. We identify them as very able and more able children or young people when they achieve high levels of attainment across the curriculum (very able), or in particular skills or aspects of subjects (more able).
- 7.4.** Multiple criteria and sources of evidence are used to identify able, Gifted and Talented individuals. An accurate record of able, Gifted and Talented individuals is maintained and updated at regular intervals. The record is supported by a comprehensive monitoring, progress planning and reporting system. The processes of identification are regularly reviewed in light of pupil performance and value-added data. We track the progress of all children or young people in each class at regular intervals throughout the year. The two policies: Pupil Assessment and Record Keeping (Foundation Stage) and Summary of KS1 and KS2 Subject Assessment and Tracking explain this process in detail. Whole class tracking allows us to more easily identify children or young people who are performing at levels significantly higher than most of the children or young people in the class. The children or young people undertake GL assessment at the end of each year: Progress in Maths and Progress in English. End of unit tests for English and Maths are administered throughout each term. Also children or young people in KS2 sit CAT (Cognitive Abilities Test) each year and this information is then reported back to the parents/guardians/carers. Teachers also make regular assessments of each individual's progress in all subjects of the National Curriculum. We compare the information from these tests with a range of national data, in order to ensure that each individual is making appropriate progress. Each teacher regularly reviews the children or young people's progress and records this in their Assessment File. Teachers discuss the children or young people or

young people's progress with parents/guardians/carers at Parents Evenings, and provide a termly report on each individual's progress. With referral, assessment and identification can come from diverse sources, e.g.:

- Aptitudes in English and Mathematics
- Gifted children or young people in English are identified when they:
 - demonstrate relatively high levels of fluency and originality in their conversation;
 - use research skills more effectively to synthesise information;
 - enjoy reading, and respond to a range of texts at a more advanced level;
 - use a wider vocabulary, and enjoy working with words;
 - see issues from a broader range of perspectives;
 - use more advanced skills when engaged in discussion.

7.5. Gifted children or young people in mathematics are identified when they:

- explore a broader range of strategies for solving a problem;
- are more curious when working with numbers and investigating problems;
- see solutions more quickly, without needing to try all the options;
- look beyond the question in order to hypothesise and explain;
- work more flexibly, and establish their own strategies;
- enjoy manipulating numbers.

The Need for Early Identification

7.6. Like many other Individuals, Gifted and Talented individuals can often fail to achieve their potential and may be unable to cope with their abilities and can suffer from many difficulties. Early identification, assessment and provision are important for gifted/talented individuals for the following reasons. It can minimise difficulties that can be encountered when interventions and provision occur. These difficulties are typically:

- low confidence and self-esteem;
- high degree of frustration and self-blame;
- poor study skills;
- social isolation and a belief that they are misunderstood and different to their peers;
- problems with concentration;
- living in own 'private' world.

7.7. It can maximise the likely positive response of the individual, for e.g. Gifted and Talented children or young people or young people who are underachieving may be given a much needed boost by realising their potential by achieving a high IQ rating. It can allow for a temporary learning difficulty to be overcome and for future learning to be unaffected. The process starts by referral to the Special Educational Needs Coordinator (SENCo). Like all children or young people having special education needs, Able individuals have their own unique cluster of characteristics. The psychological imprints that learning abilities may have caused will effect individuals in different ways. Often children or young people with dyspraxia feel greater levels of social threat for example than dyslexic children or young people. ADHD able children or young people typically will be less emotionally resilient than others. It is difficult to make generalised statements about features of the failing able individual but there is recognition of certain characteristics which are considered in regard to the management of special needs.

Wechsler Intelligence Scale for Children or young people or young people 4th UK Edition (WISC-IVUK)

7.8. This fourth generation of the most widely used children or young people's intellectual ability assessment meets testing needs for the twenty-first century. While maintaining the integrity of the Wechsler tradition, the Wechsler Intelligence Scale for Children or young people® - Fourth UK Edition (WISC-IVUK) builds on contemporary approaches in cognitive

psychology and intellectual assessment, giving you a new, powerful and efficient tool to help develop and support your clinical judgements.

WISC–IVUK

- 7.9.** It is a standardised test of cognitive ability for children or young people aged 6 to 18 and is currently in its 4th edition, with UK norms. The Wechsler tests set the gold standard for psychometric assessment, in terms of their history, careful norming, well established test protocol and their well-made robust materials. The tests are structured not just to give an overall score of how a particular individual does on the task, but also how he functions compared to the norm group, and whether he performs differently dependent on the task demands. There are predominantly visual tasks (like spotting what is missing in a picture), predominantly verbal tasks (like asking what the meaning of various words are), tasks requiring speed (like crossing out all the animals in a grid of pictures), tasks requiring memory and concentration (like repeating sequences of numbers). Each task or factor can be compared to the norms, but also compared to the other factors in the individual's profile, giving a remarkably helpful sense of whether scores are consistent or whether he has strengths and weaknesses in his profile.
- 7.10.** The principle of intelligence testing or giving people scores that sum up their abilities might be subject to debate, but such tests can provide a huge amount of invaluable qualitative information if you observe and record it properly. If the same test is administered in the same way to a hundred people, then a sense of what normal behaviour is in that scenario can begin to be established. This makes it much easier to pick out individual idiosyncrasies.
- **Coping Strategies.** Able children or young people with special needs do not necessarily have heightened emotional resources. Often the opposite is the case. These children or young people may have suffered from inaccurate assumptions based on coping expectations which fall short of requirement. Sometimes such individuals are skilled at masking difficulties.
 - **Parental Expectation.** High scores on such tests as the WISC may suggest that the individual has strong potential across all or most intellectual activities and/or spatial reasoning. No-one would assume for example a gifted musician need be similarly gifted in say English, chess or Drama. Often able individuals are expected to achieve a high level in all areas despite evidence that seldom is ability expressed uniformly across the board. Realistic expectations need to reflect the best interests of the individual. Parents/guardians and carers may need to be reassured that such areas as setting (English and Maths), the nature of support, general educational management and expectations are considered responses given the nature and effect of learning abilities.
 - **Developed Verbal Reasoning.** Good language resources can increase the ability to grasp complex concepts. Such skills can also arm an individual to further develop avoidance and manipulative strategies. To avoid exposure and any resulting ill effect, able individuals may use language forcefully to protect self-esteem and market self-worth as opposed to a strongly developed adjunct to learning. In some cases a lack of tolerance is proportional to the command of verbal reasoning.
 - **Social Difficulties.** Able individuals, like all individuals generally, require recognition for their successes. If they experience an overdose of failure heightened by untoward discrepancy in performance given expectation, social problems may be a further by-product of such experiences. The quest to prove worth by marketing intelligence can intrude on social reasoning.
 - **Agenda Search.** Able individuals who rely on determining factors that give reasoning an edge, may assume answers are too accessible to justify the challenge. They may search for hidden possibilities and thus steer an inaccurate course. The resulting wrong answer may cause acute embarrassment.
 - **More Stretching/Challenge.** Sometimes able children or young people with special abilities and learning styles have a higher threshold of boredom. Even though processing skills may be developed, filing and accessing may be poor. Despite the need to stretch and challenge to keep them on tract, stimulated and motivated, due consideration is required regarding aspects of inefficient functioning.
 - **Concept Command.** Given the possibly superior bridging abilities, concepts may be grasped readily. This need not imply that they can be expressed adequately. To gain recognition able special needs children or young people may have developed an appetite to forcefully express knowledge publicly and thus advertise their success. When

denied success in certain areas of functioning there may be a need to set the record straight in terms of rectifying any untoward publicity when contrasted with others.

- **Frustration.** Able children or young people may be better able to identify their own possible dysfunction. This may lead them to feel very sad or worried about their lives. It can lead to depression and acute frustration.

8. Policy

8.1. Our policy on such children or young people is:

- to help them to understand the reasons behind how their minds works, any under achievement and that this is a temporary inconvenience and not a lifelong handicap. They require help in managing the dichotomy in learning variation;
- to rectify untoward responses to learning style as quickly as possible;
- to help them develop key life skills. Able special needs individuals may require a considered intervention. They may have a better developed contribution to make toward their own assessment. Also, they may have a stronger potential to develop self-advocacy skills;
- to assist them in utilising strengths. Able special needs individuals may require specific help in learning how to learn. Given the real strengths, these could be employed to help overcome any weaknesses;
- to reassure and encourage. Such individuals may need to become more accepting towards themselves, especially if they have become reliant on seeking the advantage from expressing ability. Like all children or young people, they need to know that the teacher cares and is with them and for them and skilled in techniques to put things right which may need due attention.

Teaching and learning

8.2. A range of methods/strategies are employed to meet the needs of the able, Gifted and Talented Individuals. Teaching and learning is suitably challenging and varied to promote breadth, depth and pace, and to promote high achievement. Innovation and new technologies are used to raise achievement and stimulate motivation. Whilst Gifted and Talented individuals will be able to access additional enrichment activities, we recognise that the most significant provision for Gifted and Talented individuals occurs within the classroom on a daily basis. Where teachers plan engaging lessons with stretch and challenge in-built and accessible to all, including those that are Gifted and Talented, then high levels of progress will be made by all. By taking this classroom-focused approach to provision we aim to ensure that all individuals are working to the best of their capabilities, including those that have been identified as Gifted and Talented, and thus Gifted and Talented provision results in the best standards of education for all and a culture where excellence and additional effort are encouraged and recognised.

8.3. Our teachers plan carefully to meet the learning needs of all our children or young people. We give them all the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for learning, such as by providing:

- a common activity that allows them to respond at their own levels;
- an enrichment activity that broadens an individual's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for them to progress through their work at their own rate of learning.

8.4. Children or young people are familiarised with a variety of organisational strategies as they move through the school / college. These strategies can be used by all, but give due scope to higher achievers. From Year One, we set individual pupil targets for Literacy and Numeracy. The children or young people know their targets and they are updated every half-term, or earlier if an individual reaches his/her target(s). Where appropriate, they will have a Personalised Learning Plan (PLP). We endeavour to ensure those designated as 'Gifted and Talented' are appropriately challenged and provided for through the setting of individual targets in Maths and English. Gifted and Talented individuals may be

academically several years ahead of their peers but are still likely to be emotionally and socially at their chronological age. In meeting the needs of Gifted and Talented, the following is considered:

- planning schemes of work and the broader curriculum with specific consideration being given to the Gifted and Talented;
- planning and implementing related issues, e.g. resources, differentiation, teaching and learning styles;
- developing enrichment and extension materials to stretch the most able;
- the structure and dynamic of different teaching groups.

8.5. We offer a range of extra-curricular activities for our children or young people. These activities offer higher achievers the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs. Learning is also enriched through regular homework activities linked to the work being undertaken in

classes. This offers teachers a further opportunity to set work at the level of each individual. They will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

Management strategies

- 8.6.** There is a nominated teacher who coordinates the provision and practice for Gifted and Talented children or young people. The coordinator's role includes:
- running a register of Gifted and Talented individuals, 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 individuals;
 - monitoring their progress through termly discussions with teachers;
 - supporting staff in the identification of these individuals;
 - providing advice and support to staff on teaching and learning strategies;
 - liaising with parent/guardians and carers, the Proprietor and local authority officers on related issues.
 - ensuring there is a focus on Gifted and Talented children individuals in the Location.
 - nominating a member of staff to take a special interest in Gifted and Talented children or young people or young people.

Standards

- 8.7.** Levels of attainment and achievement of able, Gifted and Talented individuals should be high, in relation to the rest of the school / college.

Enabling Curriculum Entitlement and Choice

- 8.8.** Curricular organization is flexible to allow individuals to have enrichment, subject choice, and to work beyond their age and/or phase, and across subjects. The curriculum offers personalised learning pathways to help maximise individual potential.

Assessment for Learning

- 8.9.** Assessment data is used by all teachers to ensure challenge and sustained progress in individual's learning. Formative assessment and individual target setting is part of established practice. Self and peer assessment is part of classroom practice.

Transfer and Transition

- 8.10.** There are clear processes to ensure productive transfer of information i.e. from school / college to school / college, class to class, and year to year. Transfer data is used to inform planning of teaching and learning at subject and at individual level to ensure progression according to ability rather than age.

Policy

- 8.11.** The Gifted and Talented policy is integral to the inclusion agenda and linked to the improvement plan. The policy directs and reflects best practice.

Ethos and Pastoral Care

- 8.12.** Success is celebrated across a wide range of abilities. Equal emphasis is placed on high achievement and emotional well-being.

9. Standard Form, Letters and Related Documents:

- 9.1.** Curriculum, Teaching and Learning policy, Subject and Faculty policies and documents, including, where relevant Schemes of Work, lesson resources and Faculty Review documents.
- 9.2.** Differentiation policy, Planning policy, Marking policy, Homework policy