



This policy applies to all pupils in the school, including in the EYFS

Created	March 2015
Revised	September 2024
Next revision	September 2026

E. Mousley	Headteacher
C. Bartholomew	Assistant Head (EYFS, Pre-Prep)
I.X. Damani	Assistant Head (Prep)
C. Long	SENCO (School)
S. Carr	SENCO (Nursery)

School Setting

Edenhurst Prep School is a co-educational non selective independent Preparatory School with pupils from the age of 3 months to 11 years.

(For the remainder of this policy, pupils identified as Able or Gifted and Talented, will be referred to as 'More Able')

Beliefs and Values about Most Able Children

At Edenhurst School, we recognise that all pupils are individuals with their own strengths and weaknesses, gifts and talents. Within this range of individuality there are pupils who are more able than others, and pupils who are particularly talented in particular areas.

Every child has the right to be included in a broad, balanced and relevant curriculum. We believe that each pupil is entitled to have the opportunity to enjoy an education which challenges, motivates and rewards them, so that they can each fulfil their individual potential.

Aims

This policy aims to ensure we can provide:

- An appropriate education for each individual
- Opportunities for pupils to work at levels higher than that of their peers
- Opportunities to develop specific skills or talents
- The opportunity to experience a broader, richer curriculum
- Support and care for the whole child, socially, emotionally and intellectually

Objectives

- To identify and provide for More Able Pupils
- To operate a whole school approach to the management and provision of support for More Able Pupils
- To provide a Co-ordinator who will work with the More Able Policy
- To provide support and advice for all staff working with More Able Pupils

Definition

The More Able child is usually defined as being in the top 5% of the school's population, regardless of the school's ability profile. Each child is unique and any single definition is likely to be misleading. This policy deals, in general terms, with three groups of pupils:

- The gifted child, likely to be one of a minority of pupils and would be performing at least 3-4 terms ahead of National Expectations
- The talented child, who may exhibit specific abilities in areas such as Art, Music, P.E. etc.
- The most able child, performing consistently above the level of most able peers in one or more subjects.

Identification

The Gifted and Talented register provides a basis for provision for most able pupils. The following list indicates that Edenhurst welcomes the potential of these pupils and is able to identify ability in a number of ways:

- Standardised Test results in Maths, CAT4, English and Reading and other assessments, for example school exams.
- Teacher observation and nomination: this may reveal talented pupils, especially when made by a specialist teacher
- Samples of work revealing consistently outstanding performance in one or more subjects
- Parental nomination: which may be useful in revealing high achievement in activities out of school, for example in music or sport

In English and Mathematics, most able pupils show:

- creativity and originality – *they are able to work in new and imaginative ways*
- the ability to make connections between different concepts they have learned – *seeing patterns of relationships and applying these to new contexts*
- capacity to learn and understand new ideas and ways of working quickly and the ability to see and use connections across the subject.
- communication skills – *expressing ideas succinctly, justifying, qualifying, and explaining what they say; using language in ways that reflect an appreciation of the knowledge and interests of specific audiences, acquisition and use of vocabulary*
- ability to take on demanding tasks – *researching, comparing and synthesising information from a range of different sources, including technology*
- ability to debate and reason – *creating and sustaining accounts and reasoned arguments of more abstract levels in both speech and writing*

Whole School Approach to AG&T Support

Edenhurst takes a whole school approach to the provision for More Able pupils through assessing, planning, delivering, reviewing and recording of information, to ensure that all pupils achieve their potential.

Analysis of Needs

The ongoing processes of **formative and summative assessment** is an integral part of the teaching and learning at Edenhurst, providing information useful to the pupil, the teacher and the parents.

Summative Assessment:

Summative assessment data is gleaned through a variety of online and paper tests (GL). These include a Cognitive Ability Test (CAT4) which measures the children's potential in Verbal, Non-verbal, Quantitative and Spatial skills. In addition to these, children also complete a Maths, English and Science test (PTM/PTE/PTS) which allows teachers to see the children's attainment compared to national expectations.

Formative Assessment:

The children's attainment at an individual objective level is tracked via Pupil Asset which then enables teachers to measure progress over time. Children who consistently exceed national expectations can therefore be identified.

Addressing Needs

- Children who have been identified as being Able, Gifted and Talented in a particular subject will be provided with work in that subject that meets their particular needs. The class teacher will liaise with the subject leader in the provision of a suitable programme of work.

Review:

- The effectiveness of the support and interventions on the pupil's progress will be monitored by the Class teacher, SENCO and Subject Leader and revisions made accordingly.

Monitoring and Evaluation and Success

The S.L.T and the SENCO will review this policy biennially and will evaluate the impact of provision on the attainment and well-being of individuals.

Examples include:

- comparing baseline data with the data collected at the assessment point
- reviewing pupils' progress in relation to the targets set
- taking account of other factors that may have affected progress
- analysing the effectiveness of educational professionals and parents working in partnership
- Monitoring the ratio of most able pupils across the school.
- ensuring provision for each pupil is planned for, reviewed and evaluated regularly
- ensuring the most effective deployment of resources is designed to ensure the needs of all pupils are met

Criteria for Exiting the Register

During the annual review of the register, pupils' names are discussed in relation to their assessments and further continuation in the programme.

Supporting Pupils and Families

At all stages of this process, the school keeps parents fully informed and involved at all stages. We encourage parents to make an active contribution to their pupil's education

A record is kept of any communication with parents, and all notes and action plans arising from these meetings are recorded on ISAMS.

All discussions are dealt with confidentially and in a sensitive manner. In partnership with parents, pupils will be encouraged to contribute to the assessment of their needs, the review and the transition process.

Training

Where appropriate training will be provided in order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of pupils.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's More Able provision and practice and to discuss the needs of individual pupils.

The school's SENCO regularly attends the Bellevue SENCO network meetings in order to keep up to date with local and national updates including More Able provision.

Responsibilities

The SENCO is the Able, Gifted and Talented Coordinator. Responsibilities include:

- compiling and managing the gifted and talented register
- overseeing the day-to-day operation of the school's gifted and talented and higher ability policy
- coordinating provision for more able pupils
- liaising with the class teacher / subject leader in overseeing the records for more able pupils
- supporting and advising teachers in planning appropriate programmes of work
- reading / summarising / disseminating information regarding educational reports
- reviewing initial GL assessments and identifying more able pupils.
- liaising with external providers
- identifying, ordering and utilising resources available from other agencies
- contributing to the development of curriculum policies to ensure that the provision for more able pupils is considered
- monitoring progress and arranging additional support to more able pupils working in class
- continuing C.P.D.
- liaising with and advising parents of more able pupils
- in consultation with the S.L.T. review the quality of teaching, including supporting teachers' understanding of strategies to identify and support more able pupils through appropriate training.

Storage and Management of Information

The school will record the steps taken to meet the needs of individual pupils on ISAMS and IEPs. The G&T Coordinator is responsible for ensuring that records are

kept and are available when needed. These are available to share with parents at Parents Evenings.

All staff members have access to individual information via the school system.

Reviewing the Policy

This policy will be reviewed annually

Accessibility

Learning activities are differentiated by:

- taking into account individual learning styles such as audio, visual and kinaesthetic
- varying the task so it is more demanding, challenging or stimulating
- setting an open-ended task so a pupil performs at a higher level by outcome
- providing adult/specialist support to develop skills and talents
- providing further extension and/or enrichment activities for those who complete tasks
- a range of open-ended questions
- grouping by ability
- providing homework activities at a more challenging level. Homework will be differentiated when appropriate.

At Edenhurst, the use of skill-based Learning Intentions and Success Criteria ensures that subjects are taught at an appropriate level. Differentiation may still be further used within these, according to individual need.

Development of Thinking Skills

The following thinking skills are particularly important in supporting most able pupils in that they help pupils consider the 'how' of learning, rather than the 'what', furthering a questioning and a critical mind. Teachers aim to build in activities that encourage these skills as a matter of course in everyday lessons.

Support Services and External Providers

Support Services are welcomed to support a most able child, if the child:

- continues to make significant progress in specific areas over a long period
- continues working at a level that is considerably higher than their Age Related Expectations (ARE)
- has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

At Edenhurst School, support services have included:

- educational psychologists
- specialists from local secondary schools/colleges
- parents with specialist knowledge

Extra Curricular Activity

Edenhurst School offers a variety of extra curricular activities that provide opportunities for More Able Pupils to develop specific skills in areas such as Art, Music and Sport and Clubs.

Procedures for Resolving Complaints about Provision for More Able Pupils

This follows the school's *Complaints Procedure*.

Bullying

At Edenhurst School, steps are taken to ensure and mitigate the risk of bullying of More Able learners. See *Anti-Bullying Policy*.