



# Notting Hill Preparatory School

## 3.3 Policy for Able Children (EYFS & KS1-KS3)

Reviewer responsible: **Deputy Head (Academic)**

Date of last review: **09/21**

Reviewed by: **NS**

Date of next review: **09/21**

## POLICY FOR ABLE CHILDREN

***'Talent is the result of what happens in the classroom, not the cause of it'***  
**Graham Nuttall – The Secret Lives of Learners**

### Background

NHP is a proudly non-selective, and inclusive school.

We are keen to challenge the belief that intelligence and ability are fixed.

#### 1.1 Why able and not 'gifted and talented'?

'Gifted and talented' is a narrow concept, which historically has tended to focus on academic prowess, measured and interpreted in questionable ways. The concept of 'gifted and talented' arises both from a narrow conception of 'talent', - as something pre-determined in type and amount - and a narrow conception of how it can be nurtured.

This can encourage a fixed mind-set about talent, promote a confirmation bias among teachers (that is, teaching to the perceived intelligence level rather than addressing individual need) and can be demoralizing or excluding for the children who are not perceived as 'talented'.

We believe that all children can build potential and develop distinguishing talents; that these abilities can be fostered by the skill and encouragement of good teachers, by deliberate practice and feedback, and enable the children to grow in confidence and give us the pleasure, individually and collectively, of celebrating their achievements.

#### 1.2 How do we nurture talent?

Children's talents are identified, and nurtured in a context of industry, opportunity and high expectations, in the following ways:

- academic performance: excellence is identified via standardised tests, school exams, and in other arenas where children are assessed\*. Their talents are nourished throughout the school by stimulating, challenging teaching, effectively differentiated in planning and delivery. Children may also be vertically grouped (across years) as long as the younger child feels socially comfortable learning with older children. In the Middle and Upper School, as teaching and learning become quite specialised, setting is consistently applied to elicit the potential of our outstanding pupils. Setting is constantly reviewed to ensure the children are appropriately placed, our policy aim being to move children up where we can
- differentiated lessons: teachers are required to plan, not only for the children who require 'support', but for the children who need extra layers of challenge. In Year 4-8, with most lessons taught by subject specialists and with more subjects set as children go up the school, support *and* challenge play an integral part in our teaching. Subject specialists have the specific expertise to stretch children appropriately
- in Reception to Year 3, as well as the differentiation teachers provide, the Learning Enrichment Coordinator schedules and/or teaches extension groups for English and Maths in Year 1-3, and looks for other extension opportunities where possible
- other: NHP teachers are also encouraged to look for 'challenge opportunities' for the children. These could be related to a specific curriculum area (such as Music) or be cross curricular (such as an inter-school quiz)
- excellence in Sport, Art, Music, Drama: outstanding talent identified in class is nourished by specialised teaching, given a platform to express itself and be more widely celebrated (the countless school matches, competitions, concerts, recitals, plays and assemblies which punctuate the school year) and to reach a peak (elite clubs for teams, preparation for scholarships and specialist clubs)

- the timetabled provision for our children is bolstered by a dizzying array of clubs, often catering for cerebral children in its range: Chess Club, Coding Club etc.

### **2.1 Children 'being promoted' a year:**

When a child is exceeding expectations in all areas of the curriculum and is working comfortably within or beyond a level that is the same as the year above, there may be reason to consider a move into that year group, particularly if the child in question has a birthday in the first month of the academic year and has the maturity to make this a successful transition. This will only be considered in *exceptional* circumstances by the Head, in communication with the relevant Head of Section and Head of Learning Support (if applicable), class teacher and the parents. Each case is treated on its own merits and in the best long-term interests of the child. If a move does take place, careful thought will be given to the timing of it. The transition will be treated with the utmost sensitivity and support and the child monitored closely.