



Notting Hill Preparatory School

**3.3 Policy for More Able and Talented Children
(EYFS & KS1-KS3)**

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

Date of last review: **04/21**

Reviewed by: **NS**

Date of next review: **04/22**

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. All children have abilities, qualities and talents which parents and teachers need to identify, nurture and develop. At Notting Hill Prep School, we are committed to giving each child every opportunity to develop their individual talents.

Each child is entitled to receive an education appropriate to their ability and needs. Both the content of the work and the level at which the children are working must be suitable and challenging, so that each individual has the opportunity to make the greatest progress possible. This includes those children who are particularly able and who may be described as more able and talented.

We recognise that the very able pupil will be capable of working at a significantly higher cognitive level than their peers in some areas and that work needs to be set accordingly. We are, however, concerned about the whole child's development and recognise that, in other areas, able children need the opportunity to develop alongside their peers. By stimulating and providing challenges for all pupils we will also develop the thinking of all pupils.

Aims of the Policy

Notting Hill Prep School aims to provide opportunities for able pupils to:

- Have an appropriate education
- Work at a higher cognitive level in order to demonstrate their full potential
- Discover and develop their talents and abilities
- Develop socially as well as intellectually

Definition of More Able and Talented

More Able pupils are defined as:

Children who are achieving or have the potential to achieve in advance of their peers in one or more academic subjects.

And Talented pupils as:

Those who have enhanced creative, musical, sporting or artistic ability.

We believe that all children should receive an education that motivates them and allows them to succeed and achieve. We strive to provide creative and challenging lessons that meet the needs of the individual.

1.1 Why 'able' and not 'gifted'?

'Gifted' is a narrow concept, which historically has tended to focus on academic prowess, measured and interpreted in questionable ways. The concept of 'gifted' arises from a narrow conception - 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 ability, 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 'gifted'.

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?

Whole school approach

At Notting Hill Prep School, we aim to ensure effective and suitable provision for MAT pupils by planning work which is appropriately paced, with rigour and challenge. We aim to create a climate in which success is valued by everyone and where individual differences are accepted. This will involve:

- Using a whole school policy on identification and provision
- Creating a positive environment in which it is good to succeed
- Identifying the needs of able pupils in the planning process, including the provision of resources where funding allows
- Encouraging independent learning, providing opportunities for pupils to organise their own work, access resources, make choices, analyse and evaluate their achievements, challenge themselves and be self-critical
- Flexibility of organization, which might allow for an able child to work with others of similar ability
- Differentiating work appropriately
- Giving children opportunities to take responsibilities and use initiative
- Celebration of achievement

Classroom provision

At NHP, due to the nature of the classes and the close cooperation between colleagues, each teacher is aware of the current MAT status of children in their class. All staff provide a challenging environment to inspire and excite the children and are committed to an ethos of high expectation for all.

The following strategies are employed where appropriate:

- Establish what prior knowledge, understanding and skills the pupils have so that we are not wasting time or de-motivating the pupil by unnecessary repetition or duplication
- Varied and flexible grouping of children
- Differentiation by task
- Differentiation by outcome
- Individual target setting
- Encouragement of all children to become independent learners
- Unaided tasks which involve making choices about their work and self-evaluation
- High-quality tasks for enrichment with extension materials that relate to the subject always available
- Extension tasks that are identified in lesson plans

Scholarships

At NHP, we are committed to providing opportunities for children to strive for scholarships – recognition from their next schools in the areas of Art, Music, Sport or academia. The type and number of awards, as well as the application and examination process, depends on the individual school; some will offer specific exam papers, whereas others may select scholars based on their performance in the general entrance exams. Scholarships are distinct from means-tested bursaries although they may also carry a monetary value; this, again, depends on the school in question.

For those children who are applying, or who may be selected, for Scholarships, we aim to:

- encourage their development and attainment in their specific area of excellence (e.g. Art, Music)
- provide tailored support by ensuring as far as possible that the required academic material is covered and necessary skills taught within lessons
- offer, where appropriate, individual and/or small-group additional classes in order to prepare more comprehensively for scholarship exams
- encourage candidates to adopt an independent approach to their learning, to challenge themselves and to enjoy the process as much as they can

Outside the classroom

We aim to provide:

- An 'Aim High' board which displays evidence of challenge across the school.
- A wide range of extra-curricular activities including after school clubs, instrumental lessons, choirs, chess, German, Spanish, etc.
- Class trips
- Opportunities for entering competitions
- The use of outside agencies and experts

Monitoring and Evaluation

The Senior Management and Assessment Team will monitor the effectiveness of this policy by:

- Tracking the progress of children identified as more able on the school register
- Analysing test results and checking planning files, marking and other records
- Observing children, planning, marking and feedback
- Developing methods of measuring the impact of the initiative on specific pupils and the general raising of standards
- A co-coordinator for able and talented pupils will be responsible for monitoring how this policy is carried out
- Form Teachers (R-Y4) and Subject Teachers (Y5-8) are responsible for maintaining documentation of pupils' progress and achievements
- This policy will be reviewed and revised as the need arises.

2.1 The MAT register

More Able and Talented pupils are recorded every year on a register. It is important to note that MAT register is fluid and flexible and will be monitored, reviewed and updated on a termly basis.

There are two separate criteria for the register.

- Performance in the CAT4, PTE and PTM tests
- Teacher Assessment. This register is based on teacher assessment. Teachers are to record any children on this who they believe are working at MAT level in class. (This may not have been reflected in their test results but is reflective in their written work) Teachers also record children who are MAT in writing or in any extra-curricular activities on to this register

2.2 Identification of the More Able and Talented

At Notting Hill Prep School, we identify children as more able and talented when they either perform above national expectations for their age or demonstrate particular strategies or styles of learning.

Our aim is to actively identify our able and talented children. We recognise that more able pupils may:

- Be good all rounders
- Be high achievers in only one area or strand of the curriculum
- Be of high ability but low motivation
- Be of good verbal ability but poor writing skills
- Be very able with short attention span
- Be very able with poor social skills
- Possess superior powers of reasoning
- Show originality and initiative
- Be frustrated if they cannot achieve the excellence they demand of themselves
- Have keen powers of observation
- Spot the direction of a story or situation well ahead of their peers

- Have exceptional curiosity and constantly want to know why
- Have a wide range of interests which they follow with great enthusiasm
- Be unwilling to follow instructions for class task preferring to do things in an individual manner
- When interested become absorbed for long periods
- Absorb and store information quickly
- Have exceptional ability in Art, Music or Sport

Staff, pupils, parents and carers will all be involved with the identification. The strategies used will include:

- Identification by staff using professional judgements, observations within the class environment, class-work, and test/assessment results
- Information from parents or carers
- Identification by a previous teacher, previous school, external agency or organisation
- Discussion with the children

3.1 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.