



# STREATHAM & CLAPHAM HIGH SCHOOL

## THE MOST-ABLE (Gifted and Talented) POLICY

Person(s) responsible for this policy		Academic Director Deputy Head Prep	
Last review by	R Hinton A Cooper H Loach	Review date	July 2021 (Prep)
Date of next review		September 2022	

### Rationale

Streatham & Clapham High School is a successful independent school for girls aged between 4-18 in South London. We are committed to ensuring equality of opportunity for all pupils to develop skills and abilities, be they intellectual, physical, aesthetic, creative, emotional, spiritual or social. The school will provide teaching which makes learning challenging, engaging, informative, exciting and encouraging through partnership and engagement with pupils.

We aim to stretch and challenge the exceptionally able with help, support and guidance from teachers and staff. Where possible in classroom, it is our aim to ensure teaching and learning is personalized to the needs of pupils so that all pupils have the opportunity to self-regulate their learning and be stretched academically.

This policy is an integral part of the school's broader development of maximum inclusion of educational opportunity for all pupils and states our commitment to providing an environment in which all pupils are enabled to exceed their potential.

### Aims

This policy is intended to support the following aims, and is inclusive for all pupils:

- The provision of a liberal and challenging academic education
- The promotion of high standards of achievement beyond the academic horizon
- The personal development of the individual leading to increased confidence, self-esteem and the ability to lead
- The development of civilised values, attitudes and standards

In order to achieve these aims, we will ensure that all pupils are encouraged to develop specific skills or abilities beyond subject teaching and will ensure that we provide opportunities to identify and nurture those who are most able. (These pupils will be referred to as "most able" although we recognise that the term "Gifted and talented" could be applied).

We believe that where pupils are challenged by a stimulating, relevant curriculum, which is appropriate to their needs:

- They will be enabled to develop to their full potential.

- They will achieve to the best of their ability.
- This achievement is likely to be acknowledged and celebrated by all members of the school community.

Why do we need a policy?

- To provide a uniform and consistent school approach which is reflected in departmental schemes of work which will co-ordinate initiatives and standardise the teaching practice for this group.
- To raise awareness of the issue and empower staff.
- To provide a structure to identify, monitor, evaluate and review success factors.
- To inform parents, pupils and outside agencies of the entitlement of the able, Gifted and Talented pupil at Streatham & Clapham High School.
- To ensure monitoring of the academic, personal and social development of identified pupils.

What will be the benefits for all our pupils?

- All pupils helped to reach their potential and raise achievement/standards.
- Pupils' awareness of their own potential and raised self-esteem and self-confidence.
- Recognition and acknowledgement of achievement.
- Able, Gifted and Talented pupils feeling less isolated and are stretched and motivated so that they reach full potential.
- Staff awareness of this group and teacher expectations raised.
- Development of a wider range of teaching and learning strategies and appropriate resources, including the development of independent learning.
- Under-achievement challenged, leading to improved behaviour in some pupils.
- Provide opportunities for learning beyond the curriculum, opportunity to explore wider themes beyond the classroom.
- Further prepare pupils for Higher Education (competitive universities and Oxbridge) and for life-long learning.

## **Definitions**

Most-able pupils show an exceptional ability that might be in a curriculum area, a general academic learning ability, a less easily defined area such as leadership or within a specific practical area. They have strong intellectual and academic abilities. Talented pupils additionally exceed in specific areas such as art, music or sport. Therefore, an able pupil is one who achieving, or has the potential to achieve, at a level substantially beyond their peer group.

## **Responsibilities**

### **Senior Leadership Team**

- Appointment of a Lead Teacher in Extended Learning at the Senior School and ensuring that sufficient time to undertake the role effectively is allowed.
- Maintain an efficient system for collecting and disseminating all information on the able, Gifted and Talented pupils.
- Monitor and evaluate the development of the policy in each curriculum area to ensure that the able, gifted and talented are identified, catered for and tracked. In discussion with Heads of Departments review the implementation of the policy annually.
- Lead any review of the groupings of pupils within the school which considers changes to setting/streaming, whether we fast track or not, and policy on early entry for

examinations. Consider and decide on any request to review the groupings of pupils within the school or subject e.g. setting, streaming, fast tracking and early entry for examinations.

- Ensure appropriate staff development is provided for teaching and support staff to raise awareness and develop skills in identifying, developing teaching and learning strategies and providing resources for able, gifted and talented pupils.
- Ensure that the school curriculum offer is broad and challenging and meets the needs of all our pupils.
- Ensure adequate finances are allocated in the annual budget to ensure suitable resources are available to able, gifted and talented pupils.

### **Lead in Extended Learning (LEL) (Senior School)**

- Ensuring the policy is implemented.
- To work in partnership with the Assistant Head (Academic), Assistant Head (Co-curricular and Partnerships) able, and other SLT members to develop a strategic vision for able, gifted and talented pupils across the curriculum and co-curriculum, formulating appropriate policy for extended learning in line with whole-school aims and strategy.
- To work with Heads of Department and teaching colleagues, to identify pupils who might be deemed 'able, gifted and talented'.
- To monitor standards of achievement across the school for such pupils, devising a strategy for ensuring that they are suitably challenged.
- Liaise with SENCO where necessary for children with dual exceptionalities.
- To review, evaluate and analyse the school's able, gifted and talented provision, keeping abreast of innovations, good practice and developments both within the GDST and in the national arena, and brokering suitable links with schools and other partners to provide able, gifted and talented pupils with a wide range of stimulating opportunities to excel.
- To develop effective links between curriculum areas, the use of new technologies and the use of display to promote excellent able, gifted and talented provision.
- To plan, programme and implement a bespoke programme for the school's academic scholars.
- To deliver continuing professional development opportunities for all staff to ensure that all colleagues feel confident in developing able, gifted and talented provision in their own curriculum areas.
- To work closely with the Oxbridge and Competitive Universities Co-ordinator to ensure that appropriate ambition for achieving a place at the UK's top universities is instilled in potential high achievers at a suitably early age.
- Audit the enrichment and extension opportunities provided within the school.

### **Head of Department (Senior School)**

- Review the departmental policy for able, Gifted and Talented in departmental handbooks.
- Establish a standardised system and criteria for identifying able, gifted and talented in the subject area.
- Ensure that department schemes of work and lesson plans show differentiation for the varying levels of ability within the class and promote a variety of teaching and learning strategies.
- Arrange CPD and set aside regular departmental time to discuss new ideas, share materials, develop teaching strategies (e.g. peer observation) and extension activities and make links with other curriculum areas and outside agencies.
- Ensuring that appropriate resources to stretch and challenge learning are in place and used on a regular basis.

- Nominate and support a Department Extended Learning Coordinator.
- To make links with other departments and liaise with other subject HODs across the GDST.

### **Department Extended Learning Coordinator (Senior School)**

- Maintain an up-to-date register of exception subject performers.
- Work with department teachers to coordinate provision for able, gifted and talented pupils beyond the curriculum.
- Ensure monitoring of the able, gifted and talented pupils is completed by staff.
- Co-ordinate extra-curricular provision for able, gifted and talented pupils.
- Liaise with Lead in Extended Learning on behalf of department.
- Share good practice of colleagues in the teaching of able, gifted and talented with their department.

### **Classroom Teacher**

- Identify potential able, gifted and talented pupils and to nominate to LEL.
- Recognise that strategies used for raising standards for the able, gifted and talented pupils will help raise standards for all.
- Give pupils opportunities to extend themselves by promoting problem-solving, high-order thinking skills and open-ended investigative activities within the classroom.
- Recognise that more is not necessarily better. Able, gifted and talented pupils will respond to challenging/higher level work rather than more work, which is often resented.
- Ensure that class and homework activities are differentiated to meet the needs of all pupils including the able, gifted and talented.
- Where possible, manipulate working groups within the classroom and tutor group, to ensure able, gifted and talented pupils are not isolated.
- Ensure monitoring is completed upon request for those able, gifted and talented pupils that they teach.

### **Heads of House/Tutors (Senior School)**

- To liaise with academic staff and support with tracking achievement.
- Identify potential able, gifted and talented pupils and to nominate to LEL.
- Identify under achieving able, gifted and talented pupils who may be causing difficulties in the classroom or appear to be under achieving, as indicated through the school monitoring and reporting process.
- To report on concerns and outstanding achievements of able, gifted and talented pupils to LEL.
- Help to identify and support able, gifted and talented pupils who may need emotional and/or psychological support as a result of their being able, gifted and talented or being labelled as able, gifted and talented.
- With the LEL, be a point of contact for the parents of the able, gifted and talented pupil.
- Encourage able, gifted and talented pupils to develop their leadership and group working skills for the benefit of the whole school community.
- Provide suitable tutor time activities to encourage engagement.

### **Parents**

- Recognition of the role of parents in encouraging and developing their children is important.

- Parents to take on responsibility outside of school to academically stretch and challenge their child.
- Parents of able, gifted and talented pupils are informed at an appropriate time if they are identified for a special programme.
- The school should provide information about subject content, reading lists etc., so that parents are able to support the programme.
- The school will ensure there is support for parents with engaging their children in higher level learning at home. This will include newsletters, evening presentations and link on the school's VLE.
- Parents may have skills and abilities that could be used within the classroom/careers or links with industry. Develop a register of skills (NB: careful screening is essential including Enhanced Disclosure checking if required). Encourage partnerships with parents and try to take on their ideas and suggestions, valuing their contribution to the programme.

### **Identification**

Most-able pupils are identified by making a judgement based on an analysis of various sources of information. At the Senior School this will be undertaken by:

- Using baseline data (MidYIS) or teacher assessment as available, the LEL will recommend to Department Extended Learning Coordinators and Heads of Departments approximately 10% of the Upper Third cohort to be included on the able, gifted and talented register.
- Department Extended Learning Coordinators and Heads of Departments may add additional names to the suggested list. If a pupil is recommended by enough departments (usually 4) their name will be added to the able, gifted and talented register.

A range of criteria may be used to recommend additional pupils, which may include but is not limited to:

- Classroom observation, discussions with pupils, and work scrutiny
- Peer, parental or self-nomination
- Performance in co-curricular activities and lessons (music grade and involvement, LAMDA scores)
- Performance in sporting competitions (local area champions, national standard, scholarship-worthy)

Pupils should be identified initially by the end of November in Upper Third using agreed criteria and reviewed fully using agreed criteria at the beginning of Lower Fourth. Pupils identified as able, gifted and talented will be entered onto a database and all departments informed. Departments should be aware of the indicators of under-achieving pupils when identifying the able, gifted and talented; the best in the class are not necessarily the able, gifted and talented.

### **Gifted and Talented Pupils at the Prep**

At the Prep, the overall selection of G&T pupils is made by class and subject teachers, and then reviewed by the Academic Team each term. The provision for these pupils both in and out of class is monitored at pupil progress meetings by the Academic Team, as well as by subject coordinators as part of their ongoing subject review. Criteria for selection are given in *Appendix 2*. A pupil does not need to encompass all points, but rather most points at the discretion of the teacher making the selection.

### **Alert Girls**

We define a Gifted pupil academically as a girl who is working a year ahead of her peers and in the top 5-6 girls in the year above. Girls who are working at the top of their cohort and are showing the potential to be able as added to the register as Alert.

### **Early Years Statement**

In the Nursery and Reception classes, staff follow a teaching programme based on the Foundation Stage Curriculum. Many of the areas of learning and ways of learning promote Gifted and talented practices by allowing the children to work independently and at their own level, or move up to learn with older students. Staff allow opportunities for the children to investigate, problem solve and use higher order thinking skills. The teachers would monitor progression and attainment through a range of observations, using the 'stepping stones' and Early Learning Goals as a guide for levelling. Examples of work and photographs are collected as evidence and kept in individual portfolios. The staff would use a range of strategies outlined previously to nominate children. All other practices outlined in the policy are relevant to the early years at their own level.

Indications that may be displayed by the most able:

- Being ahead of the peer group in speaking, writing and maths
- Being able to concentrate for longer when engaged
- Having a good memory
- Thinking quickly, laterally and flexibly
- Proficiency in creative, musical, artistic, musical activities
- Intolerance of poor logic
- Exceptional social skills e.g. maturity, sense of humour

Everyone in school has a responsibility to recognise and value pupils' abilities and not just achievement. We are aware that:

- Unnecessary repetition of work is demotivating, and demotivated pupils will not always demonstrate potential
- There is sometimes peer pressure to underachieve
- Parental support or pressure may be inappropriate
- The most able pupils are not always easier to teach than other pupils: they finish tasks quickly, want to be like others, pose awkward questions, dislike elitism
- The most able pupils may be vulnerable as cognitive ability outstrips emotional competence
- The most able work better in similar company to rise to new challenge, develop reasoning etc.

### **Organisational and in-class approaches**

#### **Senior School**

- Enhancement, primarily through differentiation and extension within lessons and schemes of work and through suggestions of ways in which our most able pupils can extend their learning independently e.g. reading lists / Firefly resources.
- Enrichment both within departments and in societies/activities run in the whole school.
- Acceleration within subject areas through strategies such as flipped learning.
- Setting/grouping within some subject areas.
- Mentoring/ coaching (peer and teacher led).
- Opportunities for subject leadership at KS3, GCSE and Sixth Form.
- Oxbridge extension classes (for those targeting top universities in any particular subject)

This will necessitate a variety of teaching styles and methods being employed within lessons and departments.

### **Prep School**

- The coherent management of pupil groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of higher ability pupils in some groups there will be pupils who are most able in all groups.
- The provision of opportunities for the most-able pupils to work with pupils of similar ability. ‘Grouping’ of girls across year groups for maths and English teaching twice weekly facilitates this provision – Years 3-6. Daily ‘streamed’ phonics delivery (Reception – Y2).
- Mentoring and additional provision for pupils of exceptional ability.
- The provision of enrichment/extension activities and tasks: specific provision within subject areas is most effective, wider reading is encouraged, further study, but not “more of the same”.
- Enrichment groups operate during ‘singling’ time. These are run by ‘specialist teachers’ for areas of maths/English (in line with girls needs). This will mean that some girls get to work with older pupils occasionally.
- Differentiation within subject areas to include the development of higher-order thinking skills.
- Individualised targets
- The development of independent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical.
- The support of a classroom assistant or another teacher - all year groups have a TA attached and additional teachers to support with the girls learning (especially within maths/English). This is used to ensure girls in our care make rapid progress.

### **Budget**

A budget is provided to support the School’s able, Gifted and talented programme through appropriate teaching resources, teaching aids (e.g. books on enhancing pedagogy) and enrichment activities.

### **Reviewing the Policy**

The Policy for the able, gifted and talented pupils is reviewed every three years.

## Appendix 1

The following is a checklist of characteristics of gifted young children. The examples after each item are there to help you understand that characteristic. A child may not show all the examples listed and they may exhibit the characteristic in ways not listed. Indicate how much you think the child is like the item by using the scale. (To use if additional information is required.)

Child's Name ..... .D.O.B

.....

Year ..... Class ..... Class Teacher ..... Date

.....

1. Has quick accurate recall of information

(e.g. good short and long term memory, quick to provide facts, details, or stories relating to complex events; learns quickly and recalls accurately words to songs, poems, stories, or conversations; points out connections between ideas and events.)

Scale 1 2 3 4 5 6 7 8 9 10

2. Shows intense curiosity and deeper knowledge than other children

(e.g. asks questions incessantly once imagination has been aroused, pays close attention when learning, has an enthusiastic need to know and explore, remembers things in great detail.)

Scale 1 2 3 4 5 6 7 8 9 10

3. Is empathetic, feels more deeply than do other children their age

(e.g. exhibits maturity usually associated with older children; shows unusual hurt or pain when he or she displeases someone; displays pride in advanced accomplishments; is sensitive to others' feelings and shows distress or adult's distress; will subjugate their needs to the needs of others; reads body language.)

Scale 1 2 3 4 5 6 7 8 9 10

4. Uses advanced vocabulary

(e.g. correctly uses vocabulary and phrasings adults would expect from older children; surprises adults and children with big words or phrases they use; likes complex communication and conversations.)

Scale 1 2 3 4 5 6 7 8 9 10

5. Reads, writes or uses numbers in advanced ways

(e.g. reads earlier than most children or if learns to read at the same time as most children does so very quickly; likes to read rapidly to get the gist of a story even though some words are

skipped or mispronounced; interest in copying or using letters, words or numbers, use computational skills earlier than others.)

Scale 1 2 3 4 5 6 7 8 9 10

6. Advanced play interests and behaviours

(e.g. exhibits play interests that resemble those of older children; likes to play board games designed for older children, teens or adults, more apt to be interested in cooperative play, complex play situations, or sophisticated play activities.)

Scale 1 2 3 4 5 6 7 8 9 10

7. Shows unusually intense interest and enjoyment when learning about new things

(e.g. spends long periods of time exploring interesting new things, listens for long periods of time to stories and conversations, retells events and stories in great detail; entertains self for long periods of time; shows unwavering attention sometimes to the point of stubbornness, sits patiently when reading or listening to books.)

Scale 1 2 3 4 5 6 7 8 9 10

8. Has advanced sense of humour or sees incongruities as funny

(e.g. is humorous in speech, social interactions, art or story telling; makes jokes, puns plays on words, sees humour in situations, even ones against him or her and laughs at the situation.)

Scale 1 2 3 4 5 6 7 8 9 10

9. Understands things well enough to teach others

(e.g. likes to play school with other children, dolls or stuffed animals, talks like an 'expert' or likes to discuss certain topics a lot; explains ideas to adults when he or she doesn't think the adult understands very well.)

Scale 1 2 3 4 5 6 7 8 9 10

10. Is comfortable around older children and adults

(e.g. craves for attention from adults; likes to be with older children and adults; listen to or joins in adult conversations; often plays with and is accepted by older children.)

Scale 1 2 3 4 5 6 7 8 9 10

11. Shows leadership abilities

(e.g. has a verbal understanding of social situations, sought out by other children for play ideas; adapts his or her own words and expectations to needs or skill level of playmates; may be seen as bossy; uses verbal skills to deal with conflicts or to influence other children.)

Scale 1 2 3 4 5 6 7 8 9 10

12. Is resourceful and improvises well

(e.g. makes ingenious or functional things from Lego or other building toys; uses toys in unique or non-traditional ways; plays with or carries on conversations with imaginary friends; makes up believable endings to stories.)

Scale 1 2 3 4 5 6 7 8 9 10

13. Shows logical and metacognitive skills in managing own learning

(e.g. understands game rules quickly; learns from mistakes in playing games, sees errors or losses as learning experiences rather than failures; monitors difficulty of task to push self to more challenging levels.)

Scale 1 2 3 4 5 6 7 8 9 10

14. Uses imaginative methods to accomplish tasks

(e.g. presents unique arguments to convince others to allow him or her to do or get things; finds imaginative ways to get out of doing things they do not want to do; curious with a high energy level that is goal directed.)

Scale 1 2 3 4 5 6 7 8 9 10

Characteristic	Examples
1. Has quick accurate recall of information	
2. Shows intense curiosity and deeper knowledge than other children	
3. Is empathetic, feels more deeply than do other children their age	
4. Uses advanced vocabulary	
5. Reads, writes or uses numbers in advanced ways	
6. Advanced play interests and behaviours	
7. Shows unusually intense interest and enjoyment when learning about new things	
8. Has advanced sense of humour or sees incongruities as funny	
9. Understands things well enough to teach others	
10. Is comfortable around older children and adults	
11. Shows leadership abilities	
12. Is resourceful and improvises well	
13. Shows logical and metacognitive skills in managing own learning	
14. Uses imaginative methods to accomplish tasks	



## Appendix 2

### English (Reading)

#### Selection Criteria:

- Consistent standardised scores of 130 and above (and in keeping with work produced in class)
- Demonstrates a keen interest in Reading
- Participates in out-of-class competitions and opportunities

#### Provision:

- Accelerated Reader used to ensure progress and stretch
- Use of the senior school librarian to ensure books in range are available at Prep
- Aquila magazine
- Extension and higher order thinking as part of weekly Guided Reading
- Personalised targets based on A.R.
- Targeted scholarship enrichment groups led by 'specialist' English teacher on a weekly basis (US – rotating year group provision).

### English (Writing)

#### Selection Criteria:

- Consistently working significantly above age-expectation
- Extensive vocabulary
- Ambitious and creative across all areas of writing
- Able to improve own writing with self, peer or adult feedback
- Demonstrates a keen interest in Writing
- Participates in out-of-class competitions and opportunities

\*Cross year group moderation must be completed before putting a pupil on the G&T register for Writing.

#### Provision:

- 500 words competition
- Espresso composition activities
- GDST poetry competition and SCPS poetry club
- Scoop (newspaper) club
- Extension of homework and classwork
- Cross-curricular writing activities in other subjects
- Creative writing enrichment sessions (rotating across year groups) - with 'specialist' English teacher
- Creative writing 'drop in' clinics

### Maths

#### Selection Criteria:

- Consistent standardised scores of 130 and above (and in keeping with work produced in class)
- Demonstrates a keen interest in Maths

- Can explain their methods and justify their answers
- Keen for challenges and moving onto extension

**Provision:**

- Maths puzzles on FireFly
- Differentiated Mathematics
- Selection to Maths GDST conference
- Extensions in lessons
- Extensions in homework
- Higher order questioning in lessons
- Enrichment groups for investigative maths skills – led by Head of Maths (rotating across year groups).

**Science**

**Selection Criteria:**

- Consistently performs well above expectation
- Asks thoughtful questions
- Has an intellectual curiosity
- Sees links and relationships between concepts and data not spotted by others
- Demonstrates superior reasoning
- Participates in out-of-class opportunities and brings outside interests into the classroom

**Provision:**

- Science Club
- Involvement in Science week activities
- Science Quiz (GDST and others)
- Differentiated work in lessons
- Higher order questioning in lessons
- Prefects

**Art**

**Selection Criteria:**

- Willing to take risks
- Willingness to work for extended periods on a single theme
- Self-motivated
- Expresses ideas through art
- Skilled practitioner
- Consistently produces exceptional work across a variety of mediums
- Seeks constructive criticism- asks for feedback and then refines work
- Can self-appraise work

- Scholarship material
- Wins contests/ receives awards, medals, etc

**Provision:**

- GDST Art competition
- External competitions
- Art clubs
- Visits to art galleries
- Portfolio club
- Links with the senior school
- Extension activities within lessons/ sessions with the Senior School
- Prefects

**Music**

**Selection Criteria:**

- Well-developed sense of rhythm
- Exceptional oral perception and voice pitching
- Above age-related grades and achieving well (i.e. distinction)
- Good 'ear'- ability to assimilate melodies

**Provision:**

- Choir and orchestra - opportunities to join with the senior groups
- External events and competitions
- Links with the senior school for termly concerts
- Twilight and Spring concerts
- Extension and leadership activities in lessons
- Instrument lessons
- Playing at assemblies and other school events
- Prefects

**Drama**

**Selection Criteria:**

- Consistent distinction in LAMDA
- Excels at adopting and sustaining a variety of roles and characters
- Improvisation skills above expectation
- Outside interests and commitment to Drama
- Consistently high standards of performance in all areas (i.e. assemblies, musicals, class presentations, etc)
- Ability to work cooperatively with others

**Provision:**

- LAMDA
- Musicals, assemblies and other school productions
- Links with the senior school
- Extension and leadership activities in lessons
- Prefects

## **PE**

### **Selection Criteria:**

- Exceptional performance in one sport and achieves to a high degree in others
- Physical ability- competent and fitness to perform a range of physical activities, skilful body movement, coordination and special awareness
- Good problem solving- making decisions under pressure
- Competes outside of school level (county, state, national, etc)
- Consistently receives medals, trophies, etc
- Scholarship material
- Good sportsmanship/leadership/teamwork
- Demonstrates skill above and beyond 'age-related' expectation

### **Provision:**

- Competitions, matches, tournaments (levelled teams)
- Specialist coaches and squads
- Links with the senior school
- Use of two teachers in lessons to ensure extension of skill (wherever possible from a timetabling perspective)
- Prefects