

Able, Gifted & Talented Children Policy

Rationale

- At Fairfield Preparatory School we recognise that pupils of all abilities are entitled to be supported, stretched and challenged to make the greatest progress possible.
- We wish to create a culture of achievement within the school to ensure that children feel proud to achieve at high standards but also to create a climate whereby the endeavour itself is celebrated.

Aims

- To successfully identify able, gifted and talented children.
- To provide an education, which is appropriate to the abilities and needs of all children including EYFS and multi-exceptional pupils.
- To foster the emotional, social and moral development of all children.
- To provide opportunities to develop the children's thinking skills through extended and enriched learning activities.
- To provide opportunities to help to develop the specific skills or talents of each child.

Definitions

There are many definitions for *able*, *gifted* and *talented*. This policy builds on the following definitions:

- **Able pupils** - students who achieve or have the ability to achieve above age related expectations in one or more of the EYFS areas/National Curriculum subjects.
- **Gifted pupils** - students who achieve or have the ability to achieve significantly above age related expectations (at least 2 years) in the main curriculum subjects other than art and design, music and PE.
- **Talented pupils** - students who achieve or have the ability to achieve significantly above age related expectations in the subjects of Art, Music and PE or in sports, performing arts or areas requiring visuo-spatial skills or practical abilities.
- **Multi-exceptional pupils** – students who have a high learning potential but may also be classed as having a special educational need or disability such as; dyslexia, ADHD or ASD.

Identification

Identification is through a balance of different approaches and an Able, Gifted and Talented pupils list is collated on the following kinds of evidence:

- Feedback from assessments such as; EYFS trackers, Incas, verbal and non-verbal reasoning tests, the NVR element of LASS, Wide Range Intelligence Test, the Wechsler Intelligence Scale and other relevant assessments.
- Pupils exceeding in English and Maths at end of EYFS.
- Teacher observation, assessment and recommendation.
- Parental feedback.
- Dance, music or sports accreditations.
- Relevant checklists.
- Subject specific guidelines.

Provision

Fairfield provides specialist provision in the areas of Music and PE/Games from Kindergarten to Year 6 and Forest School in the Pre-Prep and Science in the Upper Prep. This extends, enriches and offers many additional opportunities for all pupils through our curricular and extensive extra curricular programmes.

Class teaching that responds to the needs of the able, gifted and talented children involve strategies such as:

- **Challenge** – providing activities and experiences which encourage higher order thinking and problem solving to engage interest, and stimulate thought and action at a high level.
- **Enrichment** – adding breadth and range to a child’s attainment and progress through activities and experiences which consolidate and widen the child’s knowledge, skills and understanding.
- **Extension** – providing opportunities for children to increase the depth of their knowledge, skills and understanding.
- **Differentiation** – modifying the learning experiences of able, gifted and talented children so as to promote the opportunities for them to engage primarily in higher-order thinking.

Additional provision may involve the following organisational strategies:

- **Close links with parents**, class teacher and Learning Support Co-ordinator particularly for multi-exceptional students.
- **Focused Teaching** – setting aside some specific, planned time for small groups of children for challenging activities.
- **Setting** – facilitating smaller teaching groups of pupils with similar attainment levels, including groups of higher attainers, in mathematics and English.
- **Acceleration** – enabling a pupil to access work which would typically be given to older pupils.

- **Expert provision** – the specialist school based staff and resources such as PE/Games dept, Music School, Forest School and the Art and Science departments enable this. Visitors to the school also make a contribution to the teaching with specialist knowledge, skills and understanding.
- **Specific budget allocations** – to enable relevant challenge projects, resources and visits.

Activities outside of the classroom include:

- **Extra-curricular clubs** e.g. An extensive range of sports and music clubs, art, Forest School, construction, chess and strategy games, computing, drama, sewing and others, all available to broaden interests and knowledge.
- **Music or sports practice and performance** e.g. Year group productions and assemblies, lunch time and seasonal music/dance concerts, sports clubs and tournaments.
- **Competition opportunities** e.g. A wide variety of sports tournaments locally and nationally, local and national competitions such as: 3M Challenge, Eurotalk National Junior Language competition, STEM projects, UK Chess Challenge, Primary Mathematics Challenge, SATIPS General Knowledge.
- **Visits** – e.g. wide variety of visits from Kindergarten to Year 6; day and residential trips.
- **Visits by experts and special events** – e.g. STEM/ history/ dance/ drama/ music groups, House competitions, Chess Challenge days, Prose Reading etc.

Use of Outside Agencies:

- Links would be explored in the event of an exceptionally gifted child passing through Fairfield with a talent requiring specialist support the school could not provide.
- Children with exceptional talents who need to take time away from school in order to further these talents will be accommodated.

Roles and Responsibilities

The school's designated **Able, Gifted and Talented Child Coordinator** will:

- Support staff in the identification and the setting-up of provision. Arrange for information and resources to be available for staff to support the able, gifted and talented children.
- Collate and monitor the list of able, gifted and talented children.
- Liaise with Heads of Departments in the provision of suitable opportunities/resources for the able, gifted and talented children.

All **teachers** will:

- Fulfil their role in the identification and nomination of able, gifted and talented children.
- Support the development of all children including the able, gifted and talented.

- Provide an ethos of provision for emotional, social, intellectual development and self esteem.

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