

RYDES HILL PREPARATORY SCHOOL & NURSERY

C7 – ABLE, GIFTED AND TALENTED CURRICULUM POLICY



RYDES HILL
PREPARATORY SCHOOL & NURSERY

MISSION STATEMENT

- ❖ Rydes Hill Preparatory School and Nursery is a Catholic school where children learn how to live in loving relationship with God and each other.
- ❖ Christian virtues of love and justice, faith and courage, hope and perseverance are fostered.
- ❖ Pupils and staff comprise individuals of different faiths and beliefs but the Rydes Hill community aspires to unity within the life of the school based on shared moral values.
- ❖ The importance placed on the development of individual talents is at the heart of what school stands for and all are encouraged and challenged to be the best they can be.

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Revision History

Revision	Paragraph Number	Revision
Month Year		New Document
December 2011		Updated
December 2012		Updated
December 2013		Updated
December 2014		Updated
December 2015		Updated
December 2016		Updated
December 2018		Updated
December 2019		Updated
November 2020	Whole Document	Change to document format, add paragraph numbers, revision history, abbreviations, acronyms and definitions table. Content has been substantially rewritten.
	Front Page	Updated Mission Statement & Logo
April 2024		Updated

Abbreviations, Acronyms and Definitions

Abbreviation / Acronym	Definition
EYFS	Early Years Foundation Stage

Introduction

This policy applies to the whole school including EYFS.

The Able, Gifted and Talented Curriculum Policy is a statement of the aims, principles and strategies for the teaching and learning at Rydes Hill Preparatory School and Nursery.

Provision and support for gifted and talented pupils

Effective Provision for Gifted and Talented Children in Primary Education (DfES-04072-2006) was published in November 2006, together with Identifying Gifted and Talented Pupils. The term 'gifted' is used in the guidance to refer to pupils capable of excelling in academic subjects; 'talented' is used for those who may excel in areas of the curriculum requiring 'visual-spatial skills or practical abilities, such as in games and PE, drama, music or art and design. The guidance defines gifted and talented pupils as 'those pupils who are achieving or have the potential to achieve, at a level substantially beyond the rest of their peer group.

At Rydes Hill we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we encourage and enable each child to reach for the highest level of personal achievement. We aim to help every child achieve his or her full potential in a range of areas. This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified by their teachers as 'able', 'gifted' and/or 'talented' as a result of assessment in relation to the overall level of ability within the class.

In these guidelines the term 'gifted' refers to a child who has a broad range of achievement at a very high level. Those children who are gifted often have very well-developed learning skills. The term 'talented' refers to a child who excels in one or more specific fields, such as sport or music, but who does not perform at a high level across all areas of learning. For 'gifted', we also use the terms 'able', 'very able', and for 'talented', we also use the terms 'more able'.

Our Admissions Policy at Rydes Hill is non-selective so the academic ability can fluctuate year on year.

We respect the right of all children in our School, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

At Rydes Hill we value the individuality of all our children. Our teaching and learning consider the needs of all children. We aim to give all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our 'able', 'gifted' and 'talented' children.

Aims and objectives

Through this policy we aim to:

- ensure that we recognise and support the needs of our children
- enable children to develop to their full potential
- offer children opportunities to generate their own learning
- ensure that we challenge and extend the children through the work that we set them and through our questioning technique during the oral part of the lesson
- encourage children to think and work independently and in small groups

Identification of more able and very able children

We use Class, Specialist and Peripatetic Teachers to identify our able, gifted and talented children. The identification process is ongoing and begins when the child joins our school. Each child's pre-school record (if available) gives details of their achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.

Children undergo continuous assessment throughout the Foundation Stage. This gives information about their developing skills and aptitudes across the key areas of learning.

As the children progress through the school, we test them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets. We identify them as able, gifted and talented children when they achieve high levels of attainment in particular skills or aspects of subjects.

Teachers make regular assessments of each child's progress and a record of each child's progress in the School is kept across the year groups to ensure that each child is making appropriate progress. Through all these methods we identify children who are able, gifted and talented and differentiate appropriately. In addition, Cognitive Ability Tests were introduced into the School in October 2009 for the pupils who are in year four, five and year six.

Aptitudes in English and Mathematics

More able (talented) and very able (gifted) children in English are identified when they:

- demonstrate high levels of fluency and originality in their conversation
- use research skills effectively to synthesise information
- enjoy reading and respond to a range of texts at an advanced level
- use a wide vocabulary and enjoy working with words
- see issues from a range of perspectives
- possess a creative and productive mind and use advanced skills when engaged in discussion

More able (talented) and very able (gifted) children in Mathematics are identified when they:

- explore a range of strategies for solving a problem
- are naturally curious when working with numbers and investigating problems
- see solutions quickly without needing to try a range of options
- look beyond the question to hypothesise and explain
- work flexibly and establish their own strategies
- enjoy manipulating numbers in a variety of ways.

Teaching and learning style

Teachers at Rydes Hill plan carefully to meet the learning needs of all our children. We give children the opportunity to show what they know, understand, and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- a common activity that allows the children to respond at their own level
- an able, gifted and talented child would have opportunities to undertake an enrichment activity that broadens a child's learning in a particular skill or knowledge area
- an individual activity within a common theme that reflects a greater depth of understanding and higher-level attainments
- the opportunity for children to progress through their work at their own rate of learning

In all year groups in English and Mathematics we differentiate the teaching of the children within the class in one or two or three ability groups bands depending on the overall ability of the class.

Teachers regularly review the progress of children, and children move between the differentiated groups as appropriate. This enables teachers to plan work that reflects the band of ability in each group.

We offer a wide range of extra-curricular activities for our children. These activities offer able, gifted and talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting, dance, drama and other clubs that vary year to year.

Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the appropriate level for able, gifted and talented pupils.

All the children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

Talented beyond the Classroom – Public Performances

Every pupil throughout the School participates in Class Assemblies, Masses and School Productions. These occasions give the ‘talented’ musicians, actors and actresses, dancers and singers the chance to excel in a public arena. A child who may struggle academically has a chance to shine in front of their peers. At our annual Founder’s Day Concert, the peripatetic teachers choose their talented pupils to perform in front of parents, staff, pupils and invited guests, playing a wide range of musical instruments, ballet solo or duet and speech and drama presentations.

Inter-House Competitions

Competitions open to all are arranged on an annual basis which give talented pupils the chance to demonstrate their skills in several different areas.

Management strategies

The Deputy Head Academic is the subject leader and co-ordinates the provision and practice within the school for gifted and talented children. The role includes:

- ensuring that the able, gifted and talented register is up to date
- monitoring teachers’ planning to ensure that suitable tasks and activities are being undertaken by able, gifted and talented children across all curriculum areas
- regularly reviewing the teaching arrangements for able, gifted and talented children
- monitoring the progress of able, gifted and talented children through informal and formal class observations of teachers and learning
- supporting staff in the identification of able, gifted and talented children
- providing advice and support to staff on teaching and learning strategies for able, gifted and talented children
- liaising with parents and governors on issues related to able, gifted and talented children

The Deputy Head Academic monitors the Rydes Hill policy on able, gifted and talented children on an annual basis and updates the register on a termly basis. The monitoring includes feedback from teachers, parents and children and termly scrutiny of children’s assessment in their assessment folders.