



# Halley House School

LEARN ENJOY SUCCEED

## Policy for Provision for Able, Gifted and Talented Pupils

*The guidelines and format for this policy have followed the procedure set in a similar way to the guidelines and format set out in the SEND Policy.*

|                       |   |
|-----------------------|---|
| Signed:               |  |
| Chair of Trust Board: | Claire Delaney  |
| Approved:             | 1 September 2017  |
| Renewal period        | 2 Years   |
| Review Date:          | September 2019  |

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## Bellevue Place Education Trust – Our commitment

### *Learn. Enjoy. Succeed.*

Three words that mean the world to us.

Three words that have been with us from the day we started Bellevue Place Education Trust.

Three words that govern all that we do.

As a parent you can expect excellence, both in how we teach and nurture your child. We foster a positive attitude to life, encouraging a 'be interested and be interesting' attitude by providing a rich learning environment full of arts, drama, sport, music and academic rigour.

Bellevue Place children are happy, confident, successful 'all rounders' who expect to win and achieve in an inclusive setting where children, parents and school staff work together to provide the best. Our commitment to you and your child is that we will teach them to learn, enjoy and succeed both in their school career and beyond.

### Key Contacts

| Role                     | Name            | Contact details  |
|--------------------------|-----------------|--|
| Inclusion Manager        | Ms Soozii Lim   | slim@halleyhouse.org.uk<br>020 7504 0548<br>07789 851530       |
| Headteacher              | Ms Claire Syms  | head@halleyhouseschool.org.uk<br>020 7504 0548<br>07764 969803 |
| Named SEND Link Governor | Ms Helen Cooper | helen.cooper2013@gmail.com<br>020 7504 0548                    |

Ms Soozii Lim, Inclusion Manager, is a member of the Senior Leadership Team (SLT) and is undertaking the National Award for SEN co-ordination through the Institute of Education.

The expectation at Halley House School is that every teacher is a teacher of every child or young person, including those with SEN.

### School Setting

Halley House School is a co-educational primary school for pupils of the age of 4 to 11 years.

### School beliefs

Halley House School believes that all pupils are entitled to high quality, well-planned and well-organised teaching, which will enable them to participate in a broad and balanced curriculum and to be part of the social life of the school.

### Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy

- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's Inclusion Manager in liaison with the SLT, all staff and parents of pupils with SEND in line with current reform to co-produce the policy.

For the remainder of this policy, pupils identified as Able or Gifted and Talented, will be referred to as 'More Able'

### **Beliefs and Values about Most Able Children**

At Halley House School, we recognise that all pupils are individuals with their own strengths and weaknesses, gifts and talents. Within this range of individuality there are pupils who are more able than others and pupils who are particularly talented in particular areas.

Every child has the right to be included in a broad, balanced and relevant curriculum. We believe that each pupil is entitled to have the opportunity to enjoy an education which challenges, motivates and rewards them, so that they can each fulfil their individual potential.

### **Aims**

This policy aims to ensure we can provide:

- An appropriate education for each individual
- Opportunities for pupils to work at levels higher than that of their peers
- Opportunities to develop specific skills or talents
- The opportunity to experience a broader, richer curriculum
- Support and care for the whole child, socially, emotionally and intellectually

### **Objectives**

- To identify and provide for More Able Pupils
- To operate a whole school approach to the management and provision of support for More Able Pupils
- To provide a SENCO who will work with the More Able Policy
- To provide support and advice for all staff working with More Able Pupils

### **Definition**

The More Able child is usually defined as being in the top 5% of the school's population, regardless of the school's ability profile. Each child is unique and any single definition is likely to be misleading. This policy deals, in general terms, with three groups of pupils:

- The gifted child, likely to be one of a minority of pupils and would be performing at a level at least 2 levels (6 sub levels) above their peers.
- The talented child, who may exhibit specific abilities in areas such as Art, Music, P.E. etc.
- The most able child, performing consistently above the level of most able peers in one or more subjects.

### **Identification**

A gifted and talented register provides a basis for provision for most able pupils.

The following list indicates that Halley House School welcomes the potential of these pupils and is able to identify ability in a number of ways:

- Test results and other assessments
- Teacher observation and nomination: this may reveal talented pupils, especially when made by a specialist teacher
- Samples of work revealing consistently outstanding performance in one or more subjects
- Parental nomination: which may be useful in revealing high achievement in activities out of school

In English and Mathematics, most able pupils show:

- creativity and originality – *they are able to work in new and imaginative ways*
- the ability to make connections between different concepts they have learned – *seeing patterns of relationships and applying these to new contexts*
- independence and perseverance – *demonstrating initiative and persistence in completing tasks or pursuing lines of enquiry*
- capacity to learn and understand new ideas and ways of working quickly
- communication skills – *expressing ideas succinctly, justifying, qualifying, and explaining what they say; using language in ways that reflect an appreciation of the knowledge and interests of specific audiences, acquisition and use of vocabulary*
- ability to take on demanding tasks – *researching, comparing and synthesising information from a range of different sources, including technology*
- ability to debate and reason – *creating and sustaining accounts and reasoned arguments of more abstract levels in both speech and writing*

### **Whole School Approach to G&T Support**

Halley House School takes a whole school approach to the provision for More Able pupils through assessing, planning, delivering, reviewing and recording of information, to ensure that all pupils achieve their potential.

### **Analysis of Needs**

Ongoing processes of **formative and summative assessment** is an integral part of the teaching and learning process at Halley House School, providing information useful to the pupil, the teacher and the parents. It demonstrates what has been learned, identifies successes and should identify what the next learning stage should be. It also provides valuable information about how the curriculum could be suitably adapted and which methodologies should be adopted to meet individual needs.

### **Raising a Concern**

- **Assess:** The class or subject teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs
- **Plan:** In consultation with the parent and pupil, agree the adjustments, interventions and support to be put in place as well as the expected impact on progress, development or behaviour, along with a review date.
- **Do:** The class or subject teacher remains responsible for working with the pupil. The SENCO /G&T Co ordinator will support the main class/subject teacher in the further assessment of the pupil's particular strengths and advising on the implementation of support
- **Review:** The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed termly; the impact and quality of the support and interventions is evaluated by the SENCO and G&T Coordinator, along with the views of the pupil and their parents; the support is revised in light of the pupil's progress and development in consultation with the pupil and parents

### **Monitoring and Evaluation and Success**

The SLT, the SENCO and teaching staff will review this policy bi-annually and will evaluate the impact of provision on the attainment and well-being of individuals. The evaluation process will include regular audits, sampling of parent views through questionnaires and discussion, pupil voice and staff views.

Examples include:

- comparing baseline data with the data collected at the assessment point
- reviewing pupils' progress in relation to the targets set
- taking account of other factors that may have affected progress
- analysing the effectiveness of educational professionals and parents working in partnership
- noticing a reduction or an increase in the total number of most able pupils
- noting how well most able pupils have access to the whole curriculum of the school

- ensuring provision for each pupil is planned for, reviewed and evaluated regularly
- ensuring the most effective deployment of resources is designed to ensure the needs of all pupils are met

### **Criteria for Exiting the Register**

Individual pupil progress is reviewed regularly and any identified changes in the level of support required are discussed and shared with stakeholders (including parents). Any amendments to existing practice are implemented and recorded, and monitored on an on-going basis.

### **Supporting Pupils and Families**

At all stages of this process, the school keeps parents fully informed and involved at all stages. We encourage parents to make an active contribution to their pupil's education and hold regular meetings to share progress every term, alongside written reports outlining children's achievements and progress.

A record is kept of any communication with parents, and all notes and action plans arising from these meetings are kept in a secure place in order to maintain confidentiality (see management of records).

All discussions are dealt with confidentially and in a sensitive manner. In partnership with parents, pupils will be encouraged to contribute to the assessment of their needs, the review and the transition process.

### **Training**

Training needs of staff are identified alongside children's needs and targets from the G&T Register. The SENCo will liaise with relevant agencies to organise and deliver appropriate training for identified staff.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development, as part of their continuing professional development (CPD).

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's provision and practice and to discuss the needs of individual pupils.

The school's SENCo regularly attends Hackney Learning Trust network meetings in order to keep up to date with local and national updates in SEND.

The school has nasen membership.

### **Responsibilities**

The SENCo is also the Most Able, Gifted and Talented Co-ordinator.

Responsibilities include:

- compiling and managing the gifted and talented register
- overseeing the day-to-day operation of the school's gifted and talented and higher ability policy
- co-ordinating provision for more able pupils
- overseeing the records for more able pupils
- supporting and advising teachers in planning appropriate programmes of work
- ensuring planning is differentiated and takes into account individual need for more able pupils
- reading / summarising / disseminating information regarding educational reports
- liaising with the named co-ordinator for early years and secondary educational establishments to discuss transition
- advising / liaising / managing the deployment of L.S.A.s
- screening visiting pupils, reviewing the identification procedure, monitoring progress and record keeping
- liaising with external providers
- identifying, ordering and utilising resources available from other agencies
- contributing to the development of curriculum policies to ensure that the provision for more able pupils is considered

- monitoring progress and providing additional support to more able pupils working in class
- continuing C.P.D.
- liaising with and advising parents of more able pupils
- in consultation with the S.M.T. review the quality of teaching including supporting teachers' understanding of strategies to identify and support more able pupils through appropriate training.

### **Storage and Management of Information**

The school will continue to use Individual Education Plans (IEP) to record the steps taken to meet the needs of individual pupils. The SENCO is responsible for ensuring that records are kept and available when needed. These are stored electronically, and in individual hard copy files, stored in a secure cabinet in the Headteacher's office. These are available to share with parents during all pupil progress meetings and upon request.

Targets for the more able should be in addition to the normal learning targets and should be:

- CSMART – challenging; specific; measurable; achievable; realistic; time-bound.
- Only three or four in number
- Relate to the area of gift/talent/ability for the child.

All staff members have access to individual information via the school system. Paper copies of completed IEPs are collated by the SENCO and the school office.

### **G&T Register and Educational Reports**

The G&T register is managed by the SENCO and is available for reference electronically. Hard copies are printed every half term and kept on file.

Reports written by other professionals, are kept with the child's individual file in both electronic and hard copy format.

### **Accessibility**

Learning activities are differentiated by:

- taking into account individual learning styles such as audio, visual and kinaesthetic
- varying the task so it is more demanding, challenging or stimulating
- setting an open ended task so a pupil performs at a higher level by outcome
- providing adult/specialist support to develop skills and talents
- providing further extension and/or enrichment activities for those who complete tasks
- a range of open-ended questions
- grouping by ability
- providing homework activities at a more challenging level. Homework will be differentiated when appropriate.

At Halley House School pupils are set by ability in reading in EYFS and KS1. This ensures that the subjects are taught at an appropriate level. Differentiation may still be used within a set, according to individual need.

### **Development of Thinking Skills**

The following thinking skills are particularly important in supporting most able pupils in that they help pupils consider the 'how' of learning, rather than the 'what', furthering a questioning and a critical mind. Teachers aim to build in activities that encourage these skills as a matter of course in every day lessons. The following higher order thinking skills are acknowledged at Halley House School:

- reasoning
- enquiry
- creative thinking
- evaluation
- information processing

### **Support Services and External Providers**

Support Services are welcomed to support a most able child, if the child:

- continues to make significant progress in specific areas over a long period
- continues working at national curriculum levels substantially above that expected of pupils of a similar age
- continues to excel in English and Mathematics
- has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

At Halley House School, support services may include:

educational psychologists

specialists from local secondary schools/colleges

parents with specialist knowledge

### **Extra Curricular Activity**

Halley House Park School offers a variety of extra curricular activities that provide opportunities for More Able Pupils to develop specific skills.

### **Procedures for Resolving Complaints about Provision for More Able Pupils**

This follows the school complaints procedure. (Add link and add to appendix)

### **Bullying**

At Halley House School, steps are taken to ensure and mitigate the risk of bullying of vulnerable learners. Halley House School welcomes all children regardless of background, and this is clearly stated in all school publications including (but not limited to) the school's admissions policy, anti-bullying policy, prospectus, in newsletters and on the school's website.

### **Reviewing the Policy**

This policy was updated: November 2015

It will be reviewed: November 2017

# GIFTED, ABLE AND TALENTED

## Pupil Assessment Profiles

In this section a series of six sheets are presented (profiles A to E) for compiling an overall **Pupil Assessment Profile**. The method recommended for deciding which names should be entered on the **AGT Register** involves the profiling for accurate assessment of *all* pupils under consideration. Each of the component profiles contains a number of key assessment statements regarding the pupil in question, for which scores should be recorded as follows, in relation to the peers within the school:

- 4 – Performing (or capable of performing) **exceptionally** well;
- 3 – Clearly **well advanced** (or has the potential to be so);
- 2 – Displaying (or capable of displaying) **above-average** performance;
- 1 – Performing **in line with the year-group average**.

It will be important when evaluating these scores not to attempt mathematical calculations, such as '21 out of a possible 40', but simply to concentrate on the frequency of scores above 1.

## Pupil Assessment Profile Tables

Pupil's Name:

Year Group:

Date of Birth:

| PROFILE | A | THINKING SKILLS  | SCORE |
|---------|---|--|-------|
| 1       |   | Is able to process information quickly and accurately.                                   |       |
| 2       |   | Has a highly-enquiring mind, with well-developed reasoning and deduction skills.         |       |
| 3       |   | Capable of having very imaginative ideas.  |       |
| 4       |   | Approaches problems creatively.  |       |
| 5       |   | Is able to evaluate data objectively.  |       |
| 6       |   | Can retain significant facts and information, and recall selectively.                    |       |
| 7       |   | Is highly articulate, using subject-specific language and a wide vocabulary confidently. |       |
| 8       |   | Is well able to work independently, and enjoys doing so.                                 |       |
| 9       |   | Analyses situations well, and can generalise.  |       |
| 10      |   | Is highly curious and confident in new situations.                                       |       |

| PROFILE | B | LEARNING SKILLS  | SCORE |
|---------|---|--|-------|
| 1       |   | Acquires new knowledge, understanding and skills quickly and easily.   |       |
| 2       |   | Is a self-directed learner who develops own ideas.   |       |
| 3       |   | Shows well-developed attention and concentration.  |       |
| 4       |   | Confidence and motivation levels are high.   |       |
| 5       |   | Is a productive worker who learns at a good pace.  |       |
| 6       |   | Is a self-evaluative learner, who knows what is being done, how well it has been tackled and how it can be improved. |       |
| 7       |   | Approaches problems logically and thoroughly.  |       |
| 8       |   | Organises own approach to work properly.   |       |
| 9       |   | Can see connections among different aspects of learning.   |       |
| 10      |   | Can use and apply new learning, work in the abstract, and devise original ideas.                                     |       |

| PROFILE | C | PERSONALITY TRAITS  | SCORE |
|---------|---|---|-------|
| 1       |   | Displays a sharp and often mature sense of humour.                                    |       |
| 2       |   | Pays considerable attention to detail.  |       |
| 3       |   | Is highly responsive to new ideas and situations.                                     |       |
| 4       |   | Often emerges as a leader of others.  |       |
| 5       |   | Understands the whole picture with relative ease.                                     |       |
| 6       |   | Is capable of being very flexible in approach.  |       |
| 7       |   | Shows tenacity in pursuing a line of enquiry.   |       |
| 8       |   | Avoids errors caused by rushing.  |       |
| 9       |   | Is quick to see own errors and to devise alternative strategies.                      |       |
| 10      |   | Can be very popular with his or her peers, and relates very easily to adults as well. |       |

| PROFILE | D | ATTAINMENT IN CORE SUBJECTS<br>AND IN GEOGRAPHY AND HISTORY<br>(i.e. the subjects the DfES considers as 'gift' subjects) | LEVEL<br>&<br>GRADE<br>e.g. 3A | SCORE<br>(see note<br>below) |
|---------|---|--|--------------------------------|------------------------------|
|         |   |  |                                |                              |

|           |  |  |  |
|-----------|--|--|--|
| English   | Speaking and Listening   |  |  |
|           | Reading  |  |  |
|           | Writing  |  |  |
|           | Spelling   |  |  |
|           | Handwriting  |  |  |
| Maths     | Using and Applying Mathematics   |  |  |
|           | Number and Algebra   |  |  |
|           | Shape, Space and Measures  |  |  |
|           | Handling Data  |  |  |
| Science   | Scientific Enquiry   |  |  |
|           | Life Processes and Living Things   |  |  |
|           | Materials and their Properties   |  |  |
|           | Physical Processes   |  |  |
| Geography | The skills and understanding for enquiry into places, geographical patterns and processes, and environmental change. |  |  |
| History   | An understanding of chronology, causality and how the past is represented.   |  |  |

**NB:** By the end of Year 2, a child attaining at:

|          |          |
|----------|----------|
| Level 3  | scores 2 |
| Level 4  | scores 3 |
| Level 5+ | scores 4 |

| PROFILE | E | ACCOMPLISHMENTS  | SCORE |
|---------|---|--|-------|
| 1       |   | Has very good interpersonal skills.  |       |
| 2       |   | Has very good intrapersonal awareness.   |       |
| 3       |   | Has particular musical aptitude, especially as an instrumentalist.                       |       |
| 4       |   | Shows prowess as a modern or traditional dancer.   |       |
| 5       |   | Has a flair for both improvised and scripted drama, either as an actor or as a director. |       |
| 6       |   | Has real mechanical ingenuity, e.g. an ability to design and build models.               |       |
| 7       |   | Has true artistic aptitude, in drawing, painting, sculpting or design.                   |       |
| 8       |   | Is a gifted sportsperson, whether in games, athletics, gymnastics or swimming.           |       |
| 9       |   | Displays a capacity for advanced, original thought.                                      |       |
| 10      |   | Is a gifted orator or singer.  |       |
| 11      |   | Has exceptional computer skills.   |       |

**Profile  
Scores  
into  
Register**

## Categories

Having completed an assessment profile for each child that you judged to be a candidate for the AGT Register, you can now make an initial evaluation.

First, here is a reminder of the letters and titles of the five component profiles for the overall Pupil Assessment Profile:

| PROFILE | TITLE           |
|---------|-----------------|
| A       | Thinking Skills |

|          |                                |
|----------|--------------------------------|
| <b>B</b> | <b>Learning Skills</b>         |
| <b>C</b> | <b>Personality Traits</b>      |
| <b>D</b> | <b>Core Subject Attainment</b> |
| <b>E</b> | <b>Accomplishments</b>         |

| <b>Profile</b> | <b>Score 2</b> | <b>Score 3</b> | <b>Score 4</b> |
|----------------|----------------|----------------|----------------|
| <b>A</b>       |                |                |                |
| <b>B</b>       |                |                |                |
| <b>C</b>       |                |                |                |
| <b>D</b>       |                |                |                |
| <b>E</b>       |                |                |                |

The following tables translate a given score profile into the most likely register category:

|   |
|---|
| <b>AVERAGE ATTAINERS</b>  |
| Pupils with the following profile would normally be unqualified for the AGT Register: |
| Scores are 1, with only the occasional 2, for all statements.                         |

|   |  |
|---|--|
| <b>ABLE</b>   |  |
| These pupils' profiles will tend to be as follows:  |  |
| <b>SPECIFIC ACHIEVERS</b>   | <b>GENERAL ACHIEVERS</b>   |
| Some scores of 2, in D.<br>Other statements may score from around average to above average (from 1 to 2). | As specific achievers but evidence of above average progress in other non-core curriculum subjects e.g. ICT, DT etc. |

|  |                                   |
|--|-----------------------------------|
| <b>GIFTED OR EXCEPTIONALLY GIFTED</b>              |                                   |
| These pupils' profiles will tend to be as follows: |                                   |
| <b>ADVANCED SPECIFIC ACHIEVERS</b>                 | <b>ADVANCED GENERAL ACHIEVERS</b> |

|  |  |
|--|--|
| <p>Quite a few scores of 3 and 4, in D.<br/>Other statements may score from above to well above average (from 2 to 3).</p> | <p>As specific achievers but evidence of well advanced or exceptional progress in other non-core curriculum subjects e.g. ICT, DT etc.</p> |
|--|--|

|   |  |
|---|--|
| <p><b>TALENTED OR EXCEPTIONALLY TALENTED</b></p> <p>These pupils' profiles will tend to be as follows:</p>                |  |
| <p><b>TALENTED</b></p>  | <p><b>EXCEPTIONALLY TALENTED</b></p>   |
| <p>Some scores of 2, 3 or 4, in E.<br/>Other statements may score from around average to above average (from 1 to 4).</p> | <p>Some scores of 3 or 4, in E.<br/>Other statements may score from around average to above average (from 1 to 4).</p> |

You should now be ready to start entering names on the Able, Gifted and Talented Register for your class. Remember a child may fall into more than one category, for example;

**Specific Achiever in Maths, Talented in Music, Exceptionally Talented in ICT.**