



ASHBROOKE HOUSE SCHOOL

INDEPENDENT SCHOOL FOR BOYS AND GIRLS AGED 3 TO 11

GIFTED AND TALENTED POLICY

Aims

We are committed to providing an environment, which encourages all pupils to maximise their potential and this clearly includes pupils who display some form of giftedness.

Definitions

A gifted pupil is one who is in the top 5-10% of the pupil population. (DfES definition). A gifted pupil is one who has the capacity for or demonstrates high levels of performance in an academic area.

A talented pupil is one who is in the top 5-10% of those with a domain specific ability in a non-academic area:

- Physical talent
- Visual/performing abilities
- Mechanical ingenuity
- Outstanding leadership and social awareness
- Creativity

Identification of the gifted and talented

Before identifying any child gifted in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair.

A gifted or talented pupil should be identified by using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- Teacher nomination
- Assessment results
- Peer nomination
- Parental nomination
- Specialist teacher identification

- Self nomination

It is worth remembering that gifted pupils can be:

- Good all-rounders
- High achievers in one area
- Of high ability but with low motivation
- Of good verbal ability but poor writing skills
- Very able but with a short attention span
- Very able with poor social skills
- Keen to disguise their abilities

Everyone in school has a responsibility to recognise and value pupil's abilities.

We are aware that:

- Unnecessary repetition of work is de-motivating and de-motivated pupils will not always demonstrate potential.
- There is sometimes peer pressure to under-achieve
- Gifted pupils are not always easier to reach than other pupils

Provision for the gifted and talented>

Opportunities for extension and enrichment are built into all our schemes of work.

We aim to:

- Maintain an ethos where it is OK to be bright.
- Encourage all pupils to be independent learners.
- Recognise achievement.
- Be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievement.
- Always provide work at an appropriate level.
- Provide opportunities for all pupils to work with like minded peers.

Types of provision:

Classroom differentiation

- Teachers have high expectations.
- Tasks are designed to take account of levels of existing knowledge, skills and understanding.
- There are planned extension opportunities or open-ended tasks.
- There is access to higher tier assessment papers.

School based provision.

This varies according to subject area and is covered by using a variety of methods:

- Enrichment opportunities to attend courses in other settings and working alongside other Gifted and Talented children.
- Opportunities for performance by Musicians and Drama students to an audience.

In upper school the children are streamed by ability for once a week investigative maths skills.

Children talented in performing arts are entered into competitions and festivals.