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**St Paul's Cathedral School
Policy on Able, Gifted & Talented Pupils
(May 2019)**

AIMS & PRINCIPLES

St Paul's Cathedral School is a Christian, co-educational community which holds to the values of love, justice, tolerance, respect, honesty, service and trust in its life and practice, to promote positive relationships throughout the school community and where the safety, welfare and emotional well-being of each child is of the utmost importance.

The school aims to instil a love of learning through a broad curriculum. It aims to give each pupil the opportunity to develop intellectually, socially, personally, physically, culturally and spiritually. All pupils are encouraged to work to the best of their ability and to achieve standards of excellence in all of their endeavours.

Through the corporate life of the school, and through good pastoral care, the school encourages the independence of the individual as well as mutual responsibility. It aims to make its pupils aware of the wider community, espouses the democratic process and encourages a close working relationship with parents and guardians.

1) Introduction & Definitions

In our School the teaching and learning, achievements, attitudes and well being of all the children are important.

All children are encouraged to achieve the highest possible standards. We do this by taking into account each child's life experiences and needs.

At SPCS we use the following definitions of "Able", "Gifted" and "Talented".

"Able" learners are those who are the most able/ highest achieving within a year group. This is generally the top 5-10% of the group.

"Gifted" learners are those who have exceptional aptitude in one or more subjects in the academic curriculum (i.e. subjects other than Art and Design, Music and PE).

"Talented" learners are those who have exceptional aptitude in one or more specific fields, typically those that call for performance skills, such as sport, music, drama or art and design

"Dual Exceptionality" learners are those who are able, gifted or talented but also have a barrier to learning such as dyslexia, Asperger's Syndrome or a physical disability.

It should also be noted that AGT pupils may be:

- of high ability but of low motivation;
- of good verbal ability but have poor writing skills;
- very able but with a short attention span;
- very able with poor social skills;
- keen to disguise their abilities.

2) Identification of Able, Gifted & Talented Pupils

Gifted learners are those who have particular academic capabilities. They could be identified by one or more of the following:

- Identified as having a high IQ by an Educational Psychologist;
- Have an assessment profile shows a significantly higher outcome compared to their peers;
- Be identified by Teacher Assessment which identifies a particular gift in any subject area;
- Through Teacher observation of oral responses within the classroom and written responses/work produced within the classroom.

Talented learners are those who have particular abilities in the creative arts (such as music, art and design, drama, dance) or PE. They would be identified by

- Teacher Assessment and observation.
- Peripatetic Teacher Assessment and observation.

The identification of able, gifted and talented pupils is a process which the whole teaching and support staff participate in, as well as parents, carers and the children themselves.

Identification begins when a child joins the school. Transfer documentation from the previous school including records of awards and achievements in academic, sporting, musical, artistic and any extra-curricular activities as well as discussion with parents and carers will enable us to create the best possible initial picture of the child.

Pupils are tested as they progress through the school to ensure that they are making the progress expected of them in terms of their personal targets. These targets may be specified in individual subject documentation, reports, the AGT register or STEPs/Support Plans. A programme of formative and summative assessment takes place at SPCS and results are monitored to ensure accuracy of the register and provision for the pupils on it.

Able Pupils within a year group may exhibit some of the following characteristics. A gifted pupil will certainly display most or all within a subject area.

English

- Demonstrate high levels of fluency and originality in their conversation
- Naturally take the lead in group tasks and organise the group
- Enjoy reading and respond to a range of texts at an advanced level
- Read aloud previously unseen texts fluently and with meaning
- Demonstrate an unusually sensitive response to literature, appreciating language, structure and presentation, and showing awareness of alternative interpretations
- See issues from a range of perspectives
- Display a high level of technical ability in their writing, using accurate punctuation and a range of grammatical constructions and vocabulary
- Use research skills effectively
- Ability to synthesise information

Maths

- Grasp the structures of problems, follow chains of thought, think flexibly
- Use mathematical symbols in thought processes
- Remember and use mathematical relationships, problem types and approaches
- Ask questions that demonstrate curiosity and enthusiasm in mathematics
- Make connections between concepts
- Develop tools and skills for investigation and self-evaluation
- Persevere with investigative approaches, and explain and justify steps taken

Science

- Investigative skills significantly higher than age expectancy e.g. At age 9-10 can hypothesise with alternatives, inference and evaluation
- Is able to carry through experimental activities logically. Can interpret results and comment on reliability, accuracy and validity
- Intuitive understanding for the subject and ability to apply principles to new situations
- Studies for pleasure & grasps new ideas and meanings quickly. Excellent background knowledge
- Exhibits curiosity and original ideas, e.g. initiates own investigations

Latin and Greek

- Able to codify without any difficulties at all
- Able to go on from codifying to turn stilted translation into good English
- A curiosity which goes beyond what is taught

French

- As for Latin
- Use linguistic/non-linguistic clues to infer meaning
- Apply principles from known language to the learning of new ones
- Ability to spot patterns and apply grammatical concepts in free writing
- Willingness to take risks with the spoken word

History

- Be able to distinguish between the long-term and short-term causes of a historical event and internalise a chronological framework
- Be able to discuss the usefulness and reliability of complex historical sources with reference to background knowledge
- Be able to use reasoning, inference and deduction to discuss the significance of a historical event or figure
- Develop a line of enquiry by incorporating relevant evidence
- Have a broad general knowledge of a range of significant historical events, figures, and periods

Theology, Philosophy and Religion

- Have a detailed knowledge of religious texts studied
- Be able to evaluate philosophical, religious and ethical issues in relation to religious and non-religious beliefs
- Understand, apply and transfer ideas and concepts across topics and into other religious and cultural contexts
- Show an ability to quickly understand and think deeply

Geography

- Have a significant knowledge of place (country/settlement)
- Be widely knowledgeable about current Geographical events around the world
- Actively seek to learn inside and outside the classroom

ICT

- Demonstrate high level problem-solving skills
- Possess high powers of logical reasoning
- Have the ability to work independently and effectively
- Learn and apply new Computing/ICT techniques quickly
- Transfer and apply Computing/ICT skills and techniques confidently in new contexts

Explore independently beyond the given breadth of a Computing/ICT topic Able Pupils within a year group may exhibit some of these characteristics. A talented pupil will certainly display most or all within a given discipline.

Art

- Have a higher than age expected ability to depict subjects with accuracy to form and proportion
- Desire to explore and experiment with media, and achieve technical control, which results in a more polished finished product
- Consistently use their ability to invent, depict, and describe (both visually and verbally) to create meaning
- Self-directedness and independence to work on their own
- Extended concentration and the ability to stay with an art project longer than other children, and they see more possibilities in the task to develop it further
- More inventive in their drawings and sculpture than other children
- Higher ability to make more complex links, take risks and invent

Music

- Show a willingness (desire/need) to develop, improve and refine their creative ideas and performances, without prompting
- Instinctively recognize patterns, visually and aurally (advanced musical data analysis)
- Hear inner parts and sing (hold) inner parts (advanced singing and aural skills)
- Read music at sight (processing information) whilst maintaining pulse (multi-tasking, thinking ahead)
- Demonstrate excellent improvising skills – expanding on musical ideas quickly and confidently
- Leading in group performances, but with an ability to listen to others

Drama

- Has enthusiasm and show commitment both in class and outside
- Thought - Shows a willingness to develop, improve and refine their creative ideas and performances, without prompting
- Voice - Displays potential for excellent vocal technique and through the voice show an awareness of character, content and audience
- Movement – Displays imagination and innovation in safe and creative movement to suit character, convey meaning, the setting and emotion

- Understands scripts readily - showing an understanding of plot, context and character, applying their own imagination as well as fulfilling the directors requests in the realization of a script
- Demonstrates an advanced understanding of dramatic plot, content & character
- Adapts to the stage space and the use of costume and props

Sport

- Explores and develops skills demonstrating control, fluency and quality in a range of activities
- Demonstrates a range of skills in different compositional and tactical situations
- Shows precision when executing movement skills with high levels of co-ordination and balance
- Can effectively transfer skills across a range of activities
- Demonstrates the ability to plan and utilise a range of strategies in a number of activities
- Identify strengths and weaknesses, offering suggestions for improvement across a range of performances
- Uses a broad vocabulary of analysis when describing performance

3) Monitoring and Review

Monitoring and evaluation of AGT provision is an ongoing process, carried out by Department Heads, the Head of Pre-prep and the Deputy Head (Academic).

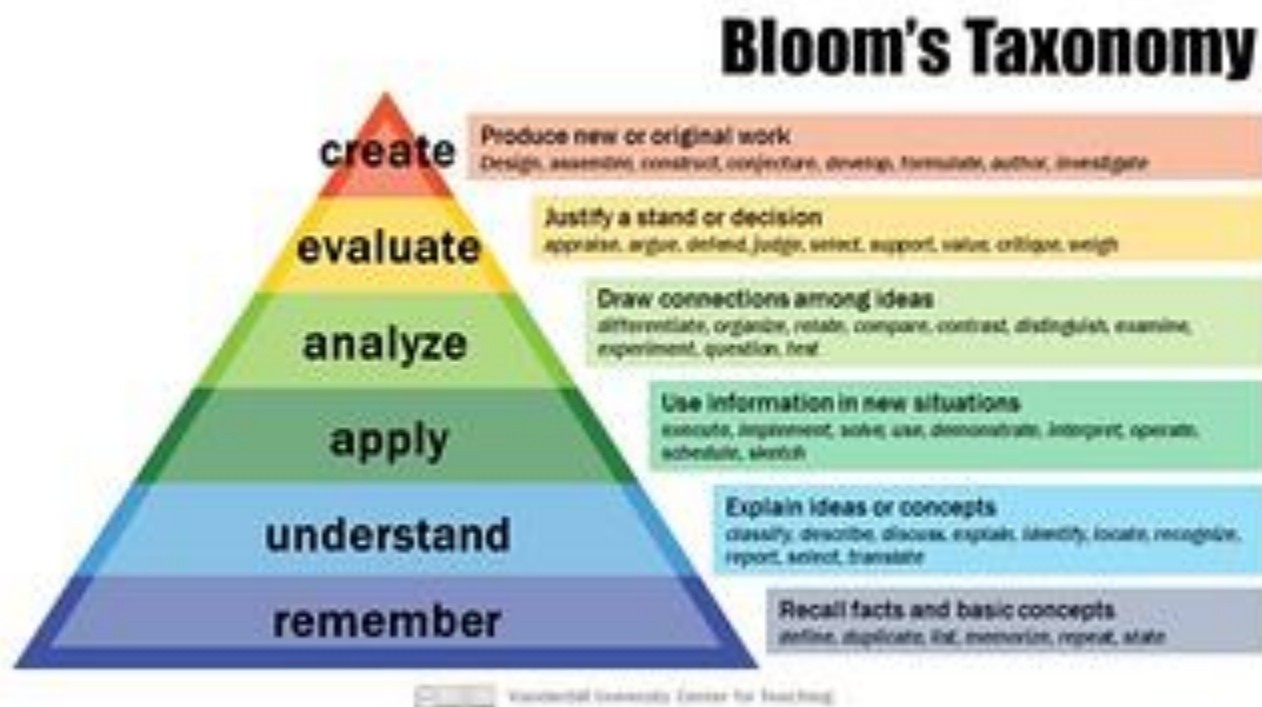
This will include:

- Scrutiny of pupil work
- Lesson observations
- Learning Walks
- Informal discussions with pupils
- Analysis of available assessment data
- Monitoring of AGT register
- Discussions with form teachers and subject specialist teachers
- Regular review and update of this policy

4) Teaching Strategies for pupils recognised as Able, Gifted & Talented

The following section provides some key prompts for teaching staff. These are not exhaustive lists and staff should extend, adapt and add to the strategies used in response to the particular needs of the child.

Blooms Taxonomy can be a useful way to evaluate the level at which pupils are engaging with each subject discipline.



English

- Allow them to be an independent learner
- Choice of texts/poems – to allow for deeper understanding and analysis
- Extension questions that deal with the deeper understanding of complex texts/poems, can include C/E scholarship and GCSE questions
- Encourage flexibility in approach to a task
- Allow them to explore through conversation
- Encourage creativity and individuality of approach
- Introduce to a variety of books/novels that require higher order thinking skills and use of curiosity – be prepared for 1:1 conversations to allow for a deeper level of understanding

Maths

Teaching for AGT pupils should:

- Be learner-centred rather than teacher- or content-centred
- Focus on concepts rather than procedures

- Use open or rich tasks that enable Higher Order Thinking Skills (HOTS) rather than More Of The Same (MOTS)
- Emphasise learner independence
- Open opportunities for innovation and exploration
- Focus on acceptance rather than judgement
- Allow for complexity of skills and concepts
- Encourage flexibility rather than too rigid a structure
- Encourage students to be mentally agile
- Foster creativity
- Develop and value productive communication
- Develop enjoyment of the unpredictable

Science

- Extend scientific principles studied into real world applications
- Pose questions which require the pupil to analyse, synthesise or evaluate
- Compact the curriculum (via pre-testing) to avoid repeating already acquired knowledge and understanding
- Provide tasks which require higher level skills such as creation and design of an experimental method to solve a problem

Latin & Greek

- Y7+and Y8 Ancient Greek (the Latin course is GCSE level anyway)
- Y5 and Y6 advanced vocabulary learning and some English-into- Latin sentences
- Encourage extra-curricular activities such as writing a Latin story

French

- Advanced language club
- Accelerated learning in top set
- Access to foreign language reading materials
- Modification of scale and extent of tasks within lessons and for prep to encourage a level of performance commensurate to ability
- Individual work with supporting staff

History

- Differentiated source evaluation tasks, extending the able in years 7 and 8 to GCSE level responses
- Open-ended questions requiring an extended and broad ranging answer (Common Entrance Scholarship level for top sets in years 7 and 8)
- Depth studies of topics to allow for expertise building
- Expecting fully developed and substantiated responses to open-ended questions.
- Challenging written material
- Learning focused on evaluation, analysis and detailed description.
- Modelling of higher order thinking skills
- Use of debate, team learning and other tasks focused on reasoning
- Inter-school competitions

Theology, Philosophy and Religion

- Activities that support linking theological studies to contemporary and ethical issues
- Learning opportunities that stimulate interest and participation in discussion
- Discussion of controversial and ethical issues
- Focus on questions requiring evaluation, analysis and synthesis of knowledge
- Use of challenging material beyond age related expectations
- Modelling of higher order thinking skills
- Study of Philosophy and Ethics

Geography

- Use a variety of types of questions, with greater focus on open-ended questioning
- More detailed case study accounts for each topic
- New/Alternative complex case studies
- Encourage extended answers supported by knowledge
- Tasks that require evaluation, synthesis and analysis
- Pupil-led and independent learning tasks that give an opportunity to apply skills
- Inter-school competitions
- Learning outside the classroom
- Field work opportunities that require data collection and analysis of data collected

ICT

- Strategies for additional extension activities
- Flexible & imaginative schemes of work in which open ended themes allow students to initiate and develop targets appropriate to their particular ability
- Encouraging more able students to experiment with the more advanced features found within generic application software
- Provision of advanced courses in Computing/ICT
- Lunchtime computer clubs
- On-line learning websites and materials

Art

- Advanced art club
- Further reaching targets and more specific individual targets
- Encourage children to take on more ambitious outcomes
- Pose questions which require children to show higher level thinking
- Assess their work and the work of other artist and designers more critically
- Competitions
- Visiting the arts departments of senior schools

Music

- Composing using multiple instruments: counterpoint and harmony (Y6-8)

- Instrument tasks to accompany singers – (Y4-8)
- Advanced rhythmic and melodic dictation exercises (Y4-8)
- Advanced sight-reading tasks on naming notes exercises (Y3-5)
- Hold their own lines in group performance tasks (all years)
- Invent and improvise on group performance tasks (all years)
- Chamber groups, orchestras and choirs with advanced repertoire (opportunities to learn with pupils in years above)

Sport

- Any provision strategies for students should relate directly to the abilities that have been identified
- Opportunities given to work with and experience practical activities normally given to pupils older than themselves
- Demonstrate technique to others and lead small sections of the lesson (e.g. warm-ups)
- Given leadership roles within lessons and sports fixtures (e.g. captaining sports teams, 'School Sports Captain')
- Differentiate tasks and always offer an extension to challenge them
- Where possible students should be encouraged to review their own progress and elaborate on demands placed upon them as a result of their talent and activities

5) Opportunities

Opportunities to broaden pupils' learning experiences may include:

- Differentiation, where pupils may be grouped according to ability, and differentiated work is built into schemes of work and lesson plans to provide activities requiring extended higher order thinking skills
- Working on academic concepts which would typically be for older pupils to access broader knowledge and develop more sophisticated thinking and reasoning skills. This may be through either giving pupils work which would usually be given to older pupils.
- Internal opportunities for pupils to take part in organised challenge activities, e.g. SATIPS Challenge, Primary Maths Challenge, Writing Competitions, Painter Stainer competition etc.
- Enabling a pupil to study aspects of a topic that there would not normally be time to study, or adding extra subjects or specialised calendar events to the curriculum or extracurricular activities programme
- Partnership with other schools or external organisations.

Competitions/Challenges undertaken at SPCS which promote opportunities for the most able to excel.

National

- SATIPS Challenge
- Dulwich Science Quiz
- Forest School Science Competition
- Scriveners Handwriting Competition
- Primary Maths Challenge
- Painters & Stainers Art Prize
- RCA Young Art Exhibition
- National Open Art Competition
- Townsend-Warner History Prep Schools Prize
- Ampleforth College Junior Historian Prize
- The Linguistics Olympiad
- The London Prep Schools Geography Quiz
- BBC 500 Words

Internal

- House General Knowledge Quiz
- Handwriting Competition
- Recitation Competition
- French Spelling Bee
- Annual Art Exhibition
- Christmas display competition
- Photography Competition
- Sports team selection for fixtures
- Music Concert Performances

6) Successful Provision for AGT

The success of the AGT programme/policy is measured by qualitative and quantitative evidence of an individual pupil's progress and the development of the Able, Gifted and Talented Register as a whole.

This includes:

- Improved attainment in the areas in which they are able, gifted or talented
- Increasing active involvement by pupils in assessment of their own progress and target setting
- Increasing higher level questions being asked by pupils
- Increasing levels of independent learning, including risk taking in learning
- Increasing confidence and improving attitudes to learning.

7) The Role of the Parent

- Parents can find it as hard as teachers to cope with very able children. The following are a few recommendations that may be useful to pass on to parents of AGT pupils
- Ensure your child has everything they need to develop their skills – whether it's a library card, internet access, a keyboard or somewhere to paint or draw away from other siblings. You can also support their learning at home to expand their knowledge of subjects taught in school.
- Very able pupils are not necessarily self-reliant too, they need the same levels of emotional support as any other child. "Love without strings, praise for effort and a family structure so that they know what is expected of them and how to treat others with respect," says psychologist Professor Joan Freeman. Gifted children tend to be very hard on themselves so you may need to provide an extra morale boost and offer your support if they are trying very difficult things.
- Very able children can be misunderstood – they often learn differently, interact differently and don't quite conform to normal behaviour. Discuss your child's qualities and characteristics with family members, friends, other parents, teachers and club leaders so that they can try to understand your child and what is 'normal' for them. It should help your child feel more accepted and at ease.
- Allow your child to have some unstructured time each day just to think, play and daydream. It is important for creativity and having some downtime could prevent your child becoming stressed.
- Very able children need to be allowed to fail at things. If they succeed all the time it can lead to them placing too much pressure on themselves. Encourage them to take risks and attempt things that will be difficult both intellectually and physically (as long as they are in a safe environment), but help them to understand that failure helps them learn and develop their skills.
- Your child's abilities may quickly outstrip your own, which can be upsetting if you feel you aren't able to help them. Reading up and researching subjects can help, as can making the most of the experts on hand at places you visit such as libraries, museums, art galleries etc.

- Gifted children can sometimes struggle to identify with children of their own age who don't have their abilities – but don't assume that this will be the case with your child. Allow them time to play with all sorts of children as well as giving them the opportunity to meet like-minded peers.

Scholarship

SPCS offers scholarships at I I+, and teachers should make recommendations in the first instance to the Headmaster if a pupil appears to meet the standards expected for Scholarship. Details of scholarship criteria is here:

<http://www.spcslondon.com/Scholarships>

Policy Review & Update

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