

HIGH ABILITY AND TALENTED STUDENTS (HATS) POLICY

Prior Park Gibraltar

Policy Owner Deputy Head, Academic	Applies to Prior Park Gibraltar (PPSG)	Superseded documents HATs v1
Associated documents Curriculum Policy Admissions Policy Teaching and Learning Policy Assessment, Tracking and Reporting Policy	Review frequency Every two years (unless the legislation/regulations update before this time) Implementation date 1 September 2024	Legal Framework KCSIE DfE Teaching Standards

This policy is reviewed biennially, or more regularly as required, prior to approval by Trustees (if applicable)

Last reviewed by:	Assistant Head, Teaching and Learning (Mrs L Oxley)
Date last reviewed:	June 2024
Approved by Trustees:	Approved by the Head (Mr P Martyn)
Date last approved:	August 2024
Date for next approval:	August 2026

1. Introduction

Prior Park Schools (PPS) is a family of Christian schools based in Bath and Gibraltar. Prior Park College (PPC) and The Paragon School (TP) are incorporated in England as Prior Park Educational Trust Ltd. Prior Park School Gibraltar (PPSG), is incorporated in Gibraltar as Prior Park School Ltd. Both are companies limited by guarantee and registered charities.

The Prior Park Schools mission, underpinned by shared values, is to steward a thriving family of communities with love for the young people they serve at their heart. These vibrant communities cultivate creativity, foster integrity, and transform lives.

Prior Park Schools Values:

Curiosity - Generosity - Courage

The PPSG High Ability and Talented Students (HATs) is guided and informed by the following DfE Teaching Standards

- TS1 - Set high expectations which inspire, motivate and challenge pupils
- TS2 - Promote good progress and outcomes by pupils
- TS3 - Demonstrate good subject and curriculum knowledge
- TS4 - Plan and teach well-structured lessons
- TS5 - Adapt teaching to respond to the strengths and needs of all pupils
- TS6 - Make accurate and productive use of assessment
- TS7 - Manage behaviour effectively to ensure a good and safe learning
- TS8 - Fulfil wider professional responsibilities

2. Values and Vision

The principal goal of education is to create men and women who are capable of doing new things, not simply repeating what other generations have done. Jean Piaget

The High ability and Talented Students Policy support the school's aims above and outlines the provision made by Prior Park School Gibraltar, for students who require additional support to access the school curriculum for them to achieve their full potential. Prior Park School, Gibraltar has high expectations of all students and caters for the 'whole' child. We do everything practical to make school a positive experience for all students, including those who are identified as high ability and talented.

3. Aims and objectives

The aims and objectives of this policy are to promote good practice in identification, teaching, learning and management and support of students who are high ability and talented. In order to do this, Prior Park School, Gibraltar will:

- Provide a common definition of “high ability and talented” and an understanding of the needs of these students.
- Provide a structure to identify and monitor high ability and talented students.
- Provide training that assists all staff in identifying high ability and talented students confidently.
- Promote a whole school approach to high ability and talented provision.
- Support the needs of our students and help them to develop to their full potential. Developing the whole child socially and intellectually.
- Encourage students to think and work both independently and collaboratively with their ability peers.
- Ensure that high ability and talented pupils have access to a broad, balanced and relevant curriculum which meets their individual needs and that there are opportunities for them to access further enriching experiences outside the regular timetable, such as Masterclass sessions and trips to stretch and inspire learning and challenge.
- Encourage a parent partnership to support high ability and talented pupils, including information sessions and individual meetings as required.

4. Definition of High Ability and Talented

Definitions of what constitutes a high ability, previously high ability, and/or talented student varies, and international terminology is ever-changing, for example, Potential Plus UK use the term ‘high learning potential’; Ofsted use ‘most able’, and the report ‘Educating the Highly Able’ produced by the Sutton Trust (July 2012) recommends the term ‘highly able’.

The DfES require schools to aim to identify the most able 5-10% of students in each year group. Within that, they recommend a split of 7% High ability and 3% Talented.

The term ‘high ability’ refers to those students who are capable of excelling in academic subjects such as English, Science, and History.

The term ‘Talented’ refers to those students who may excel in areas requiring visio-spatial or practical skills such as games and PE, drama or art.

The terms’ high ability and talented do not only refer to those students who are demonstrating these abilities. It is recognised that those who are high ability and talented, for a number of reasons, do not always show their ability, just as there are children who have learning difficulties and need a particular type of support in order to reach their potential, so there are also high ability and talented children who also need help to unlock their full potential.

5. Roles and Responsibilities (see Appendix B)

The Assistant Head, Teaching and Learning (AH (T&L)) will support HoF and oversee identification and provision for the whole school and liaise with all members of the teaching staff, reporting to the Senior Leadership Team.

Each Head of Faculty will link with the AH (T&L) to ensure suitable high ability and talented provision is implemented within each faculty.

In addition, the AH (T&L) should:

- Support and oversee identification and provision for the whole school and liaise with all members of the teaching staff, reporting to the senior leadership team.
- Monitor the progress of high ability and talented students.
- Deliver professional development to help support the teaching of high ability and talented students.
- Consult with parents about how to support their child who is high ability or talented.
- Provide a report on the provision and outcomes for HATS students to the Governors' once a year.

Heads of Faculty will ensure the high ability and talented provision is implemented within each faculty.

- As of September 2019, Heads of Faculty have overall responsibility for individual educational needs provision in their subject areas. Feeding down to class teachers who are responsible for this individual provision in their classes.

Teachers have, in line with the School's Teaching and Learning framework, a whole school responsibility to cater for the needs of all students. Therefore:

- Every teacher is responsible and accountable for all students and for the provision of quality first teaching to ensure that students who are high ability and talented achieve their potential and are challenged appropriately in the classroom environment and beyond.
- Teachers will ensure that the curriculum in their subject area should meet the needs of all the students to whom it is delivered and should be modified where necessary and appropriate for high ability and talented students.
- Before meeting a new class, all staff should make themselves aware of those students in each of their classes who are on the high ability and talented register and communicate where possible with the previous teacher in order to ensure that progress continues, and transition is smooth.
- Participate effectively in the identification, assessment and referral process.

Parents as Partners

The school prides itself on the partnership it has with parents. We believe that good communication links between home and school help to support the progress and development of students. It is recognised that it is particularly important for students who have learning support needs, including those who are high ability and talented, to have the support and encouragement of parents so that they can achieve success. Therefore, the triangulation of parents, teachers and the child as partners in the student's learning is key.

Parents will always be kept informed about their child's learning and progress, with regular communication taking place. In addition, annual information sessions for parents will be held enabling parents to learn more about the opportunities available for their high ability and talented child.

Useful documents for parents to refer to, from the charity Potential Plus UK, are:

- Online support for parents of children with high learning potential
- Opportunities for children with high learning potential

Student Voice

The school will work to ensure that, where possible, high ability and talented students are fully aware of their individual needs and be involved in the targets that are set for them.

As far as is possible and practicable, students will be involved in the decisions taken regarding their education.

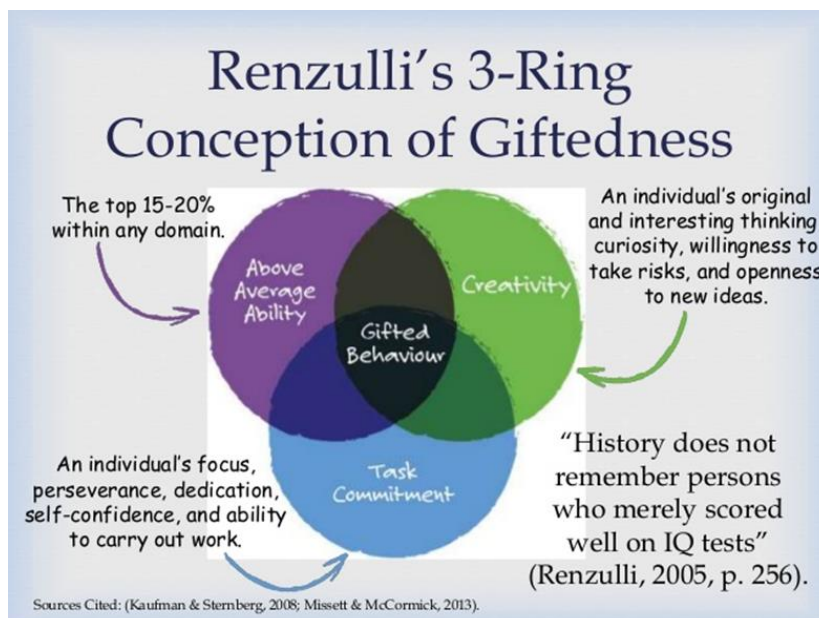
6. Identification of High Ability and Talented students

The identification of students who are high ability and talented is not a straightforward process and perhaps not as simple as what is outlined by the DfES in section 3.

In some education circles there has been a movement away from a discrete provision of high ability and talented as this gives students a notion of intelligence being ‘fixed’ and not ‘developing’. As Professor Barry Hymer notes, ‘All the truly vital, compelling, challenging theories of learning that are emerging in the 21st century make G&T education, as it’s been understood and applied in the past, a deeply problematic concept’.

Perhaps the strongest advocate of these new theories of learning is Professor Carol Dweck and her work on ‘entity theory’ vs ‘incremental theory’. Based on her research, if we are to label pupils as ‘High ability & Talented’ at an early age without the recognition that either task commitment is important or that this intelligence can be developed incrementally then we risk pigeon holing two groups of pupils; those who sit atop a perch of intellectual superiority and do not need to jeopardise this judgement by taking on risk and challenges to grow, and the other group of students where ‘intelligence’ is sold to them as a divine virtue and an innate quality not destined to be bestowed upon them.

Whereas those who follow Dweck’s ‘incremental theory’ believe intelligence to be something that can be developed through effort, experience and learning from both of those endeavours. They do not shy away from taking ‘risks’ or the challenge of new learning situations because these aren’t a reflection of any innate, fixed ability. It is perhaps one reason why IQ tests do such a poor job at indicating future success or performance later in life. Therefore, we must be mindful of a system that identifies high ability & talented students solely on being above average ability and within the brightest 5-10% of a cohort. So, in line with Professor JS Renzulli’s Three-Ring Conception of Giftedness, our high ability and talented students must also demonstrate qualities of creativity and task commitment alongside a high proficiency within a curriculum area.



To ensure we can value both a high ability & talented program and put a growth mindset at the heart of it and our pupil’s education all available material will be used to decide if a child is entered on the high ability and talented register, including at least one achievement/ ability indicator and one task commitment indicator. See **Appendix C** for identification methods at Prior Park School, Gibraltar.

- A list of students who are high ability and/or talented will be kept on a register, which will be available to teachers on the whole school Teams platform held within the High ability and Talented folder of PPSG Staff. This list is always a working document, and students can be added to it - or withdrawn from it - following appropriate evidence.
- Particular care is taken to try and identify high ability students who are under-achieving and those who have English as an additional language, for whom tests may not be accurate.

7. Provision, access and inclusion

Provision for students who are identified on the high ability and talented register is generally provided by subject teachers through effective quality first teaching and differentiation. It is the school's current curriculum model to ensure high ability and talented students are catered for in their peer ability groups through the development of higher-order thinking skills and challenging age-appropriate work.

As part of their curriculum planning, teachers should avoid low order thinking activities, which use up valuable curriculum time, and work which is repetitive and lacks progression. Planning and teaching should be developed using the SOLO & Bloom's Taxonomies to stretch and challenge pupils' progression in a subject area.

Activities that aim to enrich high ability and talented students should:

- Inspire students
- Encourage empathy
- Encourage creativity
- Use problem solving
- Research & development
- Effective differentiation
- Encourage individual responses
- Stress process not just product
- Encourage high quality thinking
- Develop task commitment
- Celebrate the growth-mindset

8. Working with outside agencies

Where necessary and appropriate, the school will seek support from and work closely with outside agencies to assist in the provision for students. This may include educational psychologists who are able to identify high ability and talented children through psychometric testing. Parents will cover any costs associated with accessing this provision.

9. Staff development

- High ability and talented training will be facilitated by the Assistant Head (Curriculum, Teaching & Learning), and in time.
- All staff will be advised on new additions and amendments to the High Ability and Talented policy. Relevant teachers will be advised regarding changes to the entries on the high ability and talented register.

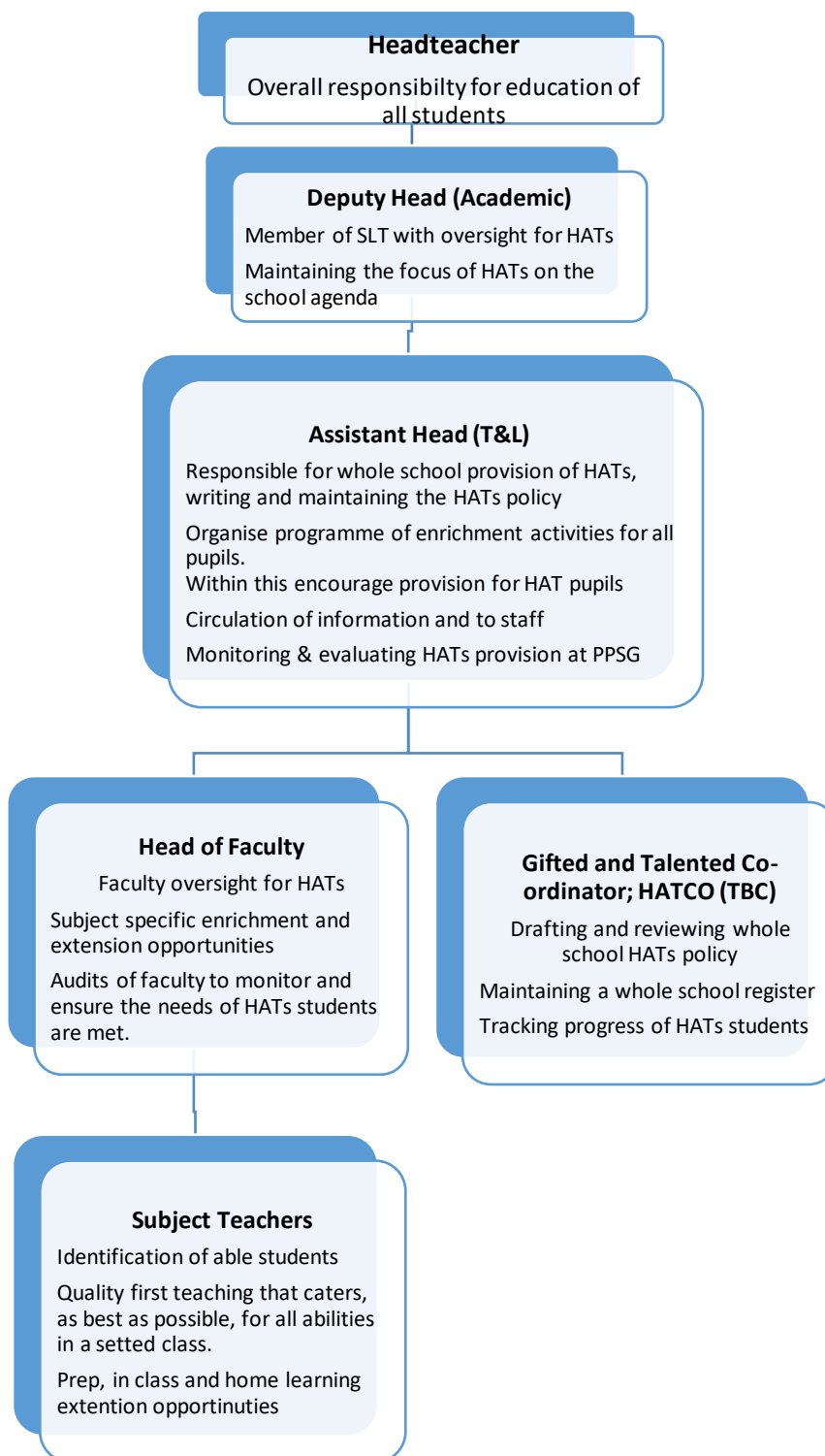
Appendix A

Checklist of High Ability and Talented attributes

A range of broad qualities shown by high ability and talented learners in areas of learning and attitude across the curriculum often includes the ability to:	Frequently	Sometimes	Rarely
· Think quickly and accurately			
· Work systematically			
· Generate created working solutions			
· Work flexibly			
· Communicate their thoughts and ideas well			
· Achieve, or show potential in a wide range of contexts			
· Be particularly creative			
· Show great sensitivity or empathy			
· Demonstrate particular physical dexterity or skill			
· Make sound judgements			
· Be outstanding leaders or team members			
· Be fascinated or passionate about a particular subject/interest			
· Demonstrate high level of attainment across a range of subjects, within a subject, or aspect of work.			
· Be resilient with their learning and challenges they may face			
· Have a high threshold for task commitment			
· Showing good insight into cause-effect relationships			
· Easily grasp underlying principles, and need the minimum of explanation			
· Quickly make generalisations and extract the relevant points from complex material			
· Having exceptional curiosity and constantly want to know why			
· Being perceptive in discussion about peoples' motives, needs and frailties			

Appendix B

High Ability and Talented Roles and Responsibilities



Appendix C

Identification methods at Prior Park School Gibraltar

Method	Strengths	Limitations	Professor J Renzulli's three-ring model. · Above average ability (AAA) · Task commitment (TC) · Creativity (C)
Ability Profile Tests (CAT4, ALIS)	<ul style="list-style-type: none"> · Useful screening procedure · Objective evaluation of the performance of abilities in comparison with others of a similar age 	<ul style="list-style-type: none"> · Limited to the skills measured · High scores don't necessarily translate into high levels of performance/achievement · May not identify pupils with different cultural/linguistic backgrounds or dyslexic pupils · Less robust at the extremes of the range 	Measure of; AAA
Teacher Assessment	<ul style="list-style-type: none"> · Based on clear criteria · Linked to the school curriculum 	<ul style="list-style-type: none"> · High levels of achievement dependent on access to appropriate curriculum opportunities · Open to interpretation 	Measure of; AAA
Teacher Nomination	<ul style="list-style-type: none"> · Makes use of teacher's ongoing assessment of pupils · Closely linked to provision · Facilitates recognition of pupil responses to teaching, levels of initiative and interest, creative and critical thinking, the extent of high-level problem solving 	<ul style="list-style-type: none"> · Subjective if not undertaken against agreed criteria 	Measure of; AAA C
Classroom Observation	<ul style="list-style-type: none"> · May help to confirm other assessments through systematic data collection based on agreed criteria · Assesses child in familiar context doing familiar tasks 	<ul style="list-style-type: none"> · Time-consuming and therefore expensive · Subjective if not undertaken rigorously and on a series of occasions 	Measure of; TC C
Examination of Pupil Work	<ul style="list-style-type: none"> · A good measure of written outcomes · Helps refine teacher expectations through 	<ul style="list-style-type: none"> · Subjective if not undertaken rigorously · Only measures achievement, not potential · High 	Measure of; AAA

	analysis of high-quality work	performance reliant on good opportunities and high teacher expectation · Over-reliance on written work can hide wider potential	
Generic Checklists	Easily accessible · Simple to handle	Runs the risk of creating stereotypes · Too general to be useful in curriculum terms	Measure of; AAA TC C
Reading Tests	· Easy to administer · Reading competence gives some indication of likely exam performance	· Reading is a skill rather than ability, and high scores on reading tests are not necessarily a reliable indicator of cognitive ability	Measure of; AAA
Creativity Tests	· Measures abilities not normally assessed as part of school assessment · Offers divergent thinkers a chance to display their abilities	· Time-consuming to administer	Measure of; C
Educational Psychologists Educational Assessors	· Invaluable in identifying high ability linked to complex issues, e.g. areas of SEN	· Can be expensive · May be unnecessary for pupils achieving well with no issues	Measure of; AAA TC C
Parents and Peers	· Intimate knowledge of the individual · Takes account of performance outside the school environment	· Subjective, based on own experience and knowledge	Measure of; TC C