



GIGGLESWICK SCHOOL

Prep School: Able, Gifted and Talented Policy

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1 INTRODUCTION – HEADING 1

Giggleswick Prep School aims to provide an enriching and challenging educational provision that enables **all** pupils to fulfil their potential and to be aspirational. With both a commitment to an academic curriculum and numerous opportunities to develop individual talents, the Prep School provides growth pathways for every student. We actively encourage our children to be positive towards all of their learning.

Whilst most learning opportunities are available to everyone, this policy is designed to highlight the importance of recognising and supporting our ‘able’, ‘gifted’ and ‘talented’ pupils (see definitions below). It will detail the ways that these pupils are stretched whilst acknowledging that many other pupils will benefit from the same systems.

2 AIMS AND RATIONALE

As a school, we want to ensure that the provision for our Able, Gifted and Talented (AGT) pupils:

- Provides access to a range of learning opportunities that broaden pupils’ knowledge and horizons.
- Offers ‘high ceiling’ activities that encourage pupils to work in the upper end of their cognitive abilities.
- Facilitates the chance for pupils to develop individual skills and talents.
- Considers the ‘whole’ child: social, emotional, moral, physical, creative, intellectual and spiritual.

This policy should also:

- Support staff/governors/parents to identify or understand what is meant by the terms ‘able’, ‘gifted’ and ‘talented’.
- Provide staff and onlookers with information about strategies used to meet the needs of such pupils.
- Create a framework within which to assess the effectiveness of provision and to feed into discussions about development.

3 DEFINITIONS

ABLE PUPILS

‘Able pupils’ refers to pupils who are exceeding age-related expectations, or who have the potential to exceed these expectations, for their year groups in more than one subject area. This could be judged through assessment results that exceed 109 or through the discretion of teachers about the quality of their responses/work. These pupils will show a positive approach to their learning.

GIFTED PUPILS

‘Gifted pupils’ refers to pupils who are achieving, or who have the ability to achieve, the very highest academic scores in one or more area. This could be evidenced in assessment scores exceeding 120 consistently or through the very highest standards of academic work within lessons. These pupils will have consistently high standards in written work and excellent commitment to their learning.

TALENTED PUPILS

‘Talented pupils’ refers to students who demonstrate excellent ability, or who have the potential to consistently perform above age-related expectations, in an area of individual talent. Such talents include sporting achievements, creative or performing arts or areas of the curriculum that sit outside the core academic offer.

4 LEARNING BEHAVIOURS OF AGT PUPILS

Learning behaviours are a core facet of most learners within this profile, many will embody the core school values of commitment, courage, curiosity, compassion and integrity. In addition, these pupils will likely show creativity in the way that they can apply their knowledge. As a result, we may see pupils evidencing their abilities through:

- High levels of interest, enthusiasm and curiosity about particular subjects or problems.
- Their ability to express themselves (this could be through words or through other creative means).
- Questioning routinely showing evidence of them wishing to further their own knowledge or even being adventurous with the information that they are learning. This could even involve challenging the validity of new information.
- Hard work, perseverance, determination and commitment to practise individual skills/talents.
- High personal expectations and a desire to show excellence.
- Originality in interpretation or performance.
- Sensitivity and responses to details that other pupils might not notice.

(Further examples are provided in Appendix 1)

Some pupils may have barriers that prevent them from exhibiting some of the above behaviours, perhaps due to SEND needs, SEMH needs or difficulties in certain situations (i.e. test conditions). It is our aim that through our wider school provision, we will encourage all pupils to develop the behaviours above and aspire highly. As such, having such barriers should not exclude them from being on the AGT list.

5 IDENTIFICATION AND LISTENING

Identification will be an ongoing and collaborative process between teachers, relevant staff and the Prep School Deputy Head. Such fluidity means that pupils have the opportunity to be recognised at any point in the school year. Indicators include:

- Assessment scores and data tracking.
- Teacher or relevant staff nominations (based on their experience of working with that particular pupil and familiarity with that pupil’s work).
- Quality of written work (consistently high standards).
- Participation in enrichment activities.
- Discussions with parents.
- Extra-curricular commitments/performances/participation (i.e. sports teams, music lessons, concerts, productions).
- Pupil discussions.

Once identified and agreed, pupils will be added to the AGT list (and placed into the relevant classification). The list will include pupils from the whole school and, where relevant, the Pre-School. It

will be kept up to date by the Deputy Head and shared with the staff team (with INSET mentoring provided). This allows staff to plan any additional provision into their lessons/activities where required. Monitoring of pupil performance will take place through learning walks, data tracking, book looks and any additional opportunities that arise. If pupils are deemed to be underperforming, then the Deputy Head will review and discuss with relevant staff on a case-by-case basis. Where necessary, intervention or pupil mentoring may be considered as a next step.

6 PROVISION FOR AGT PUPILS

CURRICULUM AND LESSONS

It is the responsibility of subject leaders and teachers to ensure that all children are provided with work that provides adequate challenge during lessons. In some subjects, this may be evidenced easily through the use of different questions for different groups of pupils, for example:

- In Maths, pupils may start on later questions in their White Rose books and jump faster to challenge activities that involve problem solving.
- In Languages, the 'Language Angel' software provides 3 tiers of questions to support each lesson with a 'hard' option available to stretch the most able.

In other subjects, stretching pupils can be achieved through:

- Flexible grouping (working together with similar abilities or supporting peers who require it).
- Directed questioning as a method to provide challenge a pupil (see appendix 2).
- Alternative tasks for able and gifted pupils.
- High ceiling tasks that promote higher outcomes. In these cases, AGT pupils may benefit from individualised and regular feedback within lessons to promote their success.

Importantly, over the course of the curriculum, pupils should be given a variety of ways to show their knowledge including problem solving, researching, decision-making, analysis, synthesis (using their learning creatively) and evaluation.

Talented pupils may benefit from being selected to model particular skills or becoming pupil leaders within their area of expertise (i.e. modelling how to bowl a cricket ball during a sports session or assisting with the teaching of a melody line during a music lesson).

ENRICHMENT

Enrichment is achieved through a wide variety of opportunities outside of the classroom, these include (but are not limited to):

- Themed enrichment days (WW1, eSafety, World Book Day, World Languages Day)
- Workshops (Parliament, Fairtrade, PSHE, Young First Aiders)
- Visiting speakers, experts and master classes.
- School Trips to broaden learning.
- Involvement in competitions or events (in-house writing competition, Young Voices, Maths Challenge, Bebras Computational Challenge).
- Opportunities for pupils with particular expertise to play 'expert', for instance as story tellers.
- Leading roles or positions in school sports teams, productions and performances.
- Residential Experiences (R-Y6).
- Independent Research Projects (Y5-6) allow pupils to develop knowledge outside of the classroom. The task requires motivation, research skills and the ability to present ideas creatively – the only aspect that is set is the theme. Such projects promote skills that are at the top level of Bloom's Taxonomy (appendix 3).

- Our school library (both prep and senior libraries are accessible).
- Training outside of school...

Our CASE programme affords many opportunities for AGT pupils to develop themselves their learning. Some examples include:

- Scholarship CASE (for pupils aspiring to scholarships).
- Young Librarians.
- Languages Club.
- Story-Tellers.
- Various Sports Clubs.
- Young Voices and Orchestra.
- Drama.

In the case of performing arts, pupils also have access to:

- Regular music lessons with visiting teachers (and accreditation through the ABRSM and other boards).
- Speech and Drama lessons and certification.

APPENDIX 1 – POSSIBLE WAYS TO IDENTIFY ABLE AND GIFTED LEARNERS

Bright Child	Able/Gifted Learner
Knows the answers	Asks the questions
Is interested	Is highly curious
Has good ideas	Has a wild, silly idea
Works hard	Plays around yet tests well
Answers the questions	Discusses in detail, elaborates
Is in top group	Is beyond the group
Listens with interest	Shows strong feelings/opinions
Learns with ease	Already knows
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Is an Inventor
Good at memorising	Good at guessing
Enjoys straightforward sequential presentation	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical



APPENDIX 2 – QUESTION STEMS BASED ON BLOOM’S TAXONOMY

Analysis

Useful verbs	Sample question stems
Analyse	Why do you think these events happened?
Distinguish	What are the main differences between ... and ...?
Compare	How was this familiar to ...?
Investigate	Can you find a way to investigate the main causes of ...?
Categorise	Can you find a way to group these objects?
Identify	Why did ... changes occur?
Explain	Can you explain what must have happened when ...?
Separate	Can you separate truth from fiction in this ...?
Advertise	How would you persuade someone to buy ...? What are the problems of ...? What was the problem with ...? What are some of the motives behind ...? What was the turning point in the game?

Synthesis

Useful verbs	Sample question stems
Create	Make a poster explaining ...
Invent	How many ways can you ...?
Compose	Why not compose a song about ...?
Predict	What would happen if ...?
Plan	Can you devise your own way to deal with ...?
Construct	Using ... can you construct a ... that will ...
Design	Can you design a ... to ...?
Imagine	Can you create new and unusual uses for ...?
Propose	Can you write a new recipe for a tasty dish?
Devise	Can you see a possible solution to..?
Formulate	Could you develop a proposal which would ...?

Evaluation

Useful verbs	Sample question stems
Judge	Judge the value of ...
Select	Which of these alternatives do you think is the better?
Choose	Which of these do you think is the most effective?
Decide	Do you think ... is a good or bad thing?
Justify	Why do you think that?
Discuss	Is it ever right to ...?
Verify	Do you believe ... is true?
Argue	Can you explain two possible opposing viewpoints?
Recommend	What changes to ... do you recommend?
Assess	How effective are ...?
Discuss	What do you think about ...?
Rate	How well do you think you have handled ...?
Prioritise	If you could only include two things, which ones would they be?

APPENDIX 3 – BLOOMS TAXONOMY

