

# COGNITA



QUINTON HOUSE SCHOOL

# More Able and Talented (Exceptional Potential) Policy

This policy is an integral part of the School's broader development of maximum inclusion of educational opportunity for all pupils. It states our commitment to providing an environment in which all pupils are encouraged to realise their potential.

SEPTEMBER  
2019

### 1 Introduction

- 1.1 We believe that all children are entitled to an education that will enable them to develop to their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social. We are committed to providing a stimulating and suitably challenging curriculum for all its pupils, in the pursuit of the highest academic and pastoral achievements.
- 1.2 All pupils have individual needs, which puts personalised learning at the heart of our teaching and learning programme. More able and talented pupils should be given the opportunity to access an optimal breadth and depth of learning; as such we aim to provide opportunities to develop specific skills and talents.

### 2 Definitions

Exceptional Potential (EP) pupils are identified by being within the top 20% of the base line data which accompanies their year group at Quinton House School. Those with a baseline score of more than 125 are automatically added. This secures the pupil onto the Main Register and the pupil is coded green. That identified pupil cannot be removed from the Main Register during the Key Stage of Learning.

EP pupils can be added onto the Departmental area of the Main Register (coded pink) if they meet the criteria defined by the Department. The criteria will be clear, transparent and evidence-based. That pupil's name and details will be given to the EPC by the HoD and added to the register by the EPC. The Departmental area of the Register should not identify more than an estimated 20% of their pupils within each Year Group and the Departmental criteria will reflect this.

Parents will be invited to share with Quinton House School staff any information which they believe will aid the identification of their pupil as having Exceptional Potential. This will take place using a standard form when they join Quinton House School as a new pupil.

During the academic year, class teachers and Key Stage Co-ordinators, alongside the Exceptional Potential lead, are responsible for generating activities/events to stretch and challenge these individuals inside and outside of the classroom and parents will be informed of such activities as enrichment opportunities.

The EP Co-ordinator's role is to ensure that these identification procedures are followed in a timely, efficient and transparent manner.

<b>Able</b>	Pupils who achieve, or have the ability to achieve, above average in one or more academic areas, including areas outside the main school curriculum. This also includes children who are leaders or role models and who display outstanding leadership and/or social skills.
<b>Gifted</b>	Pupils with an innate ability, who present a natural, outstanding aptitude or competence for exceptional performance.
<b>Talented</b>	Pupils who excel in one or more specific fields: <ul style="list-style-type: none"> <li>• Creative and Performing Arts – Art, Design &amp; Technology, Drama, Music;</li> <li>• Physical Education/sporting ability; and/or</li> <li>• Extra-curricular pastimes – e.g. Chess.</li> </ul>
<b>Dual Exceptionality</b>	Pupils who are able, gifted or talented but also subject to a barrier of learning, such as Dyslexia, Asperger's Syndrome, or a physical disability. It is worth remembering that able pupils can also be: <ul style="list-style-type: none"> <li>• of high ability but of low motivation;</li> <li>• of good verbal ability but have poor writing skills;</li> </ul>

	<ul style="list-style-type: none"><li>• very able but with a short attention span;</li><li>• very able with poor social skills; and/or</li><li>• keen to disguise their abilities.</li></ul>
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### 3 Identification of More Able and Talented

- 3.1 The identification of more able and talented pupils is a process which the whole teaching and support staff participate in, as well as parents, carers and the children themselves.
- 3.2 The identification begins when a child joins the school. The school is keen to understand their achievements and interests in particular areas as they join the school. Discussions with parents and carers will enable us to create the best possible picture of the child, and records of awards and achievements in academic, sporting, musical, artistic and any extra-curricular activities will be helpful in this respect.
- 3.3 Both qualitative and quantitative information is used for identification purposes:
- A programme of formative, summative (internal and external) assessment takes place (see the school Assessment Policy) to inform the more able and talented register.
  - Department Heads will have an overview of pupils who demonstrate ability in their subjects, and will include relevant details via internal communications and staff meetings, that inform the more able and talented register.

### 4 Responsibilities

- 4.1 Teachers:
- Identify the pupils who meet the criteria;
  - Use enrichment/extension opportunities appropriately; and
  - Identify and address underachievement.
- 4.2 Heads of Year:
- Identify the pupils who meet the criteria;
  - Plan for and use enrichment/extension materials appropriately;
  - Identify and address underachievement; and
  - Provide the Curriculum Manager and More Able and Talented Co-ordinator with assessment results.
- 4.3 Heads of Department:
- Prepare subject specific criteria with the More Able and Talented Co-ordinator;
  - Inform department staff of these criteria;
  - Identify the pupils which meet the criteria;
  - Pass these names on to the More Able and Talented Co-ordinator;
  - Provide schemes of work that contain enrichment/extension materials for identified pupils;
  - Ensure that enrichment/extension materials are being used appropriately by staff; and
  - Encourage children to enter local and national events and competitions.
- 4.4 Exceptional Potential Co-ordinators/SENDSCO:
- Prepare from prior attainment data a register of the pupils achieving the required criteria;
  - Gather names of identified pupils from all areas of the curriculum;
  - Categorise this information in a register, circulated to the Senior Leadership Team and all teaching staff;
  - Meet with Heads of Department and Heads of School biannually to review provision within departments;
  - Prepare courses of action for children who are identified as able in many areas (by agreement with senior management);

- Monitor the provision of more able and talented pupils;
- Evaluate the progress made by more able and talented pupils on an annual basis; and
- Lead/co-ordinate challenge focus groups.

### 4.5 Curriculum Manager:

- Monitor schemes of work and ensure that they allow opportunities for enrichment and extension;
- Work with the More Able and Talented Co-ordinator to oversee the process and activity;
- Include items concerning the provision of more able and talented children on meeting agendas; and
- Ensure that staff are made aware of opportunities for CPD development in supporting the needs of more able and talented children.

## 5 Coordination and Monitoring

5.1 The More Able and Talented Register for pupils is coordinated by Clare Moss in the Senior School and Julia Saghri in the Junior School. The Register is reviewed on a regular basis, in association with pupil progress, departmental and/or staff meetings.

5.2 Talents and abilities emerge at different times due to developmental issues, and as new opportunities arise, therefore, inclusion in the cohort is not permanent. If it is perceived by parties that inclusion is no longer beneficial, pupils may be moved off, either temporarily or permanently.

5.3 We recognise that some pupils who are more able or talented do not always show their ability. This may arise from learning difficulties such as dyslexia, or personal circumstances. The school aims to work with support programmes and parents to ensure a consistent achievement at the appropriate level for each child.

## 6 Strategies for Teaching

6.1 We offer opportunities for able, gifted and talented pupils to thrive through:

- An enriched, stimulating and relevant curriculum;
- Regular reinforcement of high expectations, e.g. with a Challenge Wall;
- Opportunities for pupils to work outside their usual working environment, where possible (e.g. regional enrichment events or workshops);
- Independent and collaborative learning activities;
- The focus on thinking and study skills, including metacognition;
- Pupils self-assessing and evaluating their own work; and
- Encouraging risk-taking and the experience of setbacks to develop resilience.

## 7 Extension, Acceleration and Enrichment

7.1 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 subject matter 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, or moving pupils up a year group, where practical;
- 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 extra-curricular activities programme; and
- Partnership with other schools or external organisations, for example workshop events, specialised holiday camps, and local, regional and national schemes/competitions.

**8 Success Criteria**

- 8.1 The success of this policy is measured by qualitative and quantitative evidence of an individual pupil's progress and the development of the More Able 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; and
  - Increasing confidence and improving attitudes to learning.

<b>Ownership and consultation</b>	
Document sponsor (role)	Group Director of Education
Document author (name)	Robin Davies, ADE
Consultation – May 2017	The following schools were consulted: North Bridge House Canonbury, Breaside Prep School, Hastings School Madrid, Hendon Prep School, Salcombe Prep School, Huddersfield Grammar School, Downsend Epsom Pre-Prep School and El Limonar Villamartin. Education Team representative – Danuta Tomasz, ADE

<b>Audience</b>	
Audience	Parents and all school staff

<b>Document application and publication</b>	
England	Yes
Wales	Yes
Spain	Yes

<b>Version control</b>	
Implementation date	01.09.2019
Review date and Reviewed by	Review and update for implementation in September 2020, Jo Storey, DoE

<b>Related documentation</b>	
Related documentation	Assessment Policy Curriculum Policy EAL Policy SEND Policy Teaching and Learning Policy