Document Control	
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Person Responsible:	**Senior Leadership Team**

Gifted, Talented and More Able

Policy Statement

It is a principle of Rowan Preparatory School to always bring out the best in everyone. This is an integral part of the school's commitment to providing an environment in which all pupils are encouraged to strive for excellence and to realise their potential. This provision – both curricular and extra-curricular - aims to ensure that we recognise and support the individual needs of all our pupils. It does not seek to exclude the majority of pupils at the school but rather to include Gifted, Talented and More Able pupils by providing equality of challenge.

Rowan Preparatory School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

Rowan Preparatory School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.

This policy applies to all members of our school community, including those in our EYFS setting. This document is available on the school website and on request from the school office, in line with our Provision of Information Policy, and should be read in conjunction with the following policy documents: Curriculum; Teaching and Learning; Assessment, Recording and Reporting; and Special Educational Needs.

Definition

There are many definitions of 'Gifted', 'Talented' and 'More Able. At Rowan we use the following definitions:

- 'Gifted' learners are those who have exceptional aptitude in one or more subjects in the statutory curriculum 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.

Although we do not identify our gifted and talented pupils based on a percentage of the year group, on average we might expect around 10 per cent of the pupils in our school at any one time will be considered as gifted and/or talented.

- 'More Able' learners are those who are the most able/ highest achieving generally in a year group. They may be girls in Set 1 or working on extension or challenge tasks within a classroom or identified and differentiated for within planning.

Key Personnel

The nominated teachers who coordinate the provision and practice within the school for our more able pupils are **Miss Louise Gorman (Deputy Head Academic)** supported by the Phase Leaders in each phase of the school and Miss Anna Haslam who is leading our stand alone, Stellar curriculum. CPD is provided for all staff ensuring that all are involved in the provision for pupils.

The coordinator's role includes:

- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken across all curriculum areas by the higher achievers
- regularly reviewing the teaching arrangements for these particular pupils
- providing advice and support to staff on teaching and learning strategies
- working with Anna Haslam to oversee the Stellar curriculum - this curriculum takes the form of half-termly, independent research projects. It is starting with a trial with Year 5 pupils during the Summer term.

Procedures

Teaching and learning is planned so that every pupil can aspire to the highest level of personal achievement. We aim to ensure that we challenge and extend our pupils through the work that we set them, offering them opportunity to think and work independently. The following procedures are designed to help ensure that we recognise and support the needs of those pupils in our school who can be identified as 'gifted' and/or 'talented' Provision will made for these pupils within the normal, adaptive class teaching, but sometimes we will provide enrichment or extension activities to promote their skills and talents still further, for example, the Stellar curriculum in Years 3-6.

Identification of gifted and talented pupils

We use a range of strategies to identify gifted and talented pupils. The identification process is ongoing and begins when the pupil joins our school. Each pupil's pre-school record gives details of achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.

As pupils progress through the school, we assess them regularly to ensure that they are making the sort of progress that we are expecting of them. Teachers make regular assessments, formal and informal, of each pupil's progress in all subjects of the National Curriculum.

English and maths - each teacher regularly reviews the pupils' progress, and this is recorded on the attainment and progress documents (A&P) and Tapestry (for EYFS). Teachers discuss the pupils' progress with parents at consultation evenings.

Teaching and Learning Provision

Our teachers plan carefully to meet the learning needs of all our pupils. We give all pupils the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for pupil learning, such as by providing:

- a common activity that allows pupils to respond at their own level
- an enrichment activity that broadens a pupil's learning in a particular skill or knowledge area
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment
- the opportunity for pupils to progress through their work at their own rate of learning.

In Key Stage 2 we teach the pupils in ability groups for maths (starting from Year 3 or 4). Teachers regularly review the progress of pupils, and pupils move between the groups as appropriate. This enables teachers to plan work that reflects the ability band of each group.

We offer a range of extra-curricular activities for our pupils. These activities offer gifted, talented and able pupils the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting, drama, art and musical clubs; this includes offering advice and recommendations regarding clubs/groups outside of school. The pupils also have the opportunity to experience a range of educational visits, workshops and visitors that further enrich and develop learning. The pupils have the opportunity to participate in whole school subject weeks celebrating a particular subject. Other enrichment opportunities occur within the normal curriculum; including having access to activities to promote thinking skills, problem solving groups and attending workshops at senior schools.

Learning is also enriched through prep activities linked to the work being undertaken in class. This offers teachers a further opportunity to set work at the level of individual pupils so as to provide appropriate stretch and challenge for the most able.