

# THE ORATORY PREP SCHOOL

**BELLEVUE EDUCATION**

## **Policy for Provision for Able, Gifted and Talented Pupils**

**Created:** Sept 2015

**Reviewed:** August 2023

**Last Reviewed:** Sept 2024

**Checked by Headteacher:** Nov 2024

**Next Review:** Sept 2025

## Contents

Front Page	3
School Setting	3
Beliefs and Values about Most Able Children	3
Aims	4
Objectives	4
Definition	4
Identification	5
Whole School Approach to G&T Support	6
Analysis of Needs	6
Monitoring and Evaluation and Success	7
Supporting Pupils and Families	7
Training	7
Responsibilities	8
Storage and Management of Information	8
Reviewing the Policy	9
Accessibility	9
Development of Thinking Skills	9
Support Services and External Providers	10
Extra Curricular Activity	10
Procedures for Resolving Complaints about Provision for More Able Pupils	10
Appendix	10
One- Discovery Programme Letter to Parents	11
Two- Discovery Programme Booklet	12
Three- Complaints Policy	12
Four- Anti- Bullying Policy	12

## **Front Page**

Poppy Kane, Director of Studies, is responsible for managing and overseeing The Oratory Prep School's provision for pupils who are gifted and/or talented, alongside the SENCO, Jess Russell. Please note that Jess Russell is not a member of the Senior Leadership Team (SLT), while Poppy Kane serves as the advocate on the SLT.

### **Contact Details:**

Poppy Kane - p.kane@oratoryprep.co.uk

Jess Russell - j.russell@oratoryprep.co.uk

The Oratory Prep School believes that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood. At The Oratory Prep School, every teacher is responsible for every child or young person, including those with Special Educational Needs (SEN).

### **School Setting**

The Oratory Prep School is a co-educational, non-selective independent preparatory school for pupils aged 2 to 13 years.

For the remainder of this policy, pupils identified as able or gifted and talented will be referred to as "More Able."

### **Beliefs and Values about More Able Children**

At The Oratory Prep School, we recognise that all pupils are individuals with their own strengths, weaknesses, gifts, and talents. Within this range of individuality, there are pupils who are more able than others and those who are particularly talented in specific areas.

Every child has the right to be included in a broad, balanced, and relevant curriculum. We believe that each pupil is entitled to an education that challenges, motivates, and rewards them, allowing them to fulfill their individual potential.

## **Aims**

This policy aims to ensure we can provide:

- An appropriate education for each individual.
- Opportunities for pupils to work at levels higher than their peers.
- Opportunities to develop specific skills or talents.
- A broader, richer curriculum experience.
- Support and care for the whole child—socially, emotionally, and intellectually.

## **Objectives**

- To identify and provide for More Able pupils.
- To operate a whole-school approach to the management and provision of support for More Able pupils, specifically via the Discovery Programme.
- To implement a scholarship scheme for More Able pupils in Year 7 and Year 8 within the Discovery Programme.
- To provide a Co-ordinator (Poppy Kane, Director of Studies) who will oversee the More Able Policy.
- To offer support and advice for all staff working with More Able pupils.

## **Definition**

The More Able child is usually defined as being in the top 5% of the school's population, regardless of the school's ability profile. Each child is unique, and any single definition is likely to be misleading. This policy generally addresses three groups of pupils:

- The gifted child, likely to be among a minority of pupils performing at least 3-4 terms ahead of National Expectations.
- The talented child, who may exhibit specific abilities in areas such as Art, Music, P.E., etc.
- The most able child, performing consistently above the level of their most able peers in one or more subjects.

## Identification

A gifted and talented register provides a basis for the provision for More Able pupils. The following criteria indicate that The Oratory Prep School welcomes the potential of these pupils and can identify ability in several ways:

- Test results from CAT4, NGRT, PTE, and PTM, along with formative class assessments, where pupils attain a standardised score of 125 or higher in any given area during the academic year of testing.
- Teacher observation and nomination: Teachers may invite pupils to join the Discovery Programme who consistently excel in their classes, even if they do not meet the standardised score requirement.
- Samples of work demonstrating consistently outstanding performance in one or more subjects.
- Parental nomination: This may reveal high achievement in out-of-school activities, such as elite chess competitions.

In English and Mathematics, More Able pupils typically exhibit:

- Creativity and originality, working in new and imaginative ways.
- The ability to make connections between different concepts learned, recognizing patterns and applying these to new contexts.
- Independence and perseverance, demonstrating initiative and persistence in completing tasks or pursuing lines of inquiry.
- A capacity to learn and understand new ideas and working methods quickly.
- Strong communication skills, expressing ideas succinctly and justifying their reasoning, while effectively using language that reflects an appreciation of their audience's knowledge and interests.
- The ability to tackle demanding tasks, researching and synthesising information from various sources, including technology.
- Skills in debate and reasoning, creating and sustaining reasoned arguments in both speech and writing.

## **Whole School Approach to G&T Support - Discovery Programme**

The Oratory Prep School adopts a whole-school approach to supporting More Able pupils through assessing, planning, delivering, reviewing, and recording information to ensure that all pupils achieve their potential and are appropriately challenged. The school has devised its own programme to cater to More Able pupils.

The Discovery Programme, designed for pupils from Year 2 to Year 8, provides enhanced educational opportunities and experiences. It aims to be inclusive and offers opportunities to pupils at different stages of their educational journey. The programme is divided into four areas of focus:

- English Discovery
- Maths Discovery
- Humanities Discovery
- Science Discovery

The scholarship scheme, embedded within the Discovery Programme, is designed for pupils in Year 7 and Year 8. A timetable is created for More Able pupils seeking scholarships at future schools, with relevant Heads of Faculty (HoF) offering extra tuition each week to extend and challenge the pupils' learning.

For Years 2 to 6, the Discovery Programme is organised into half-term blocks, each led by experienced teachers or Heads of Faculty with relevant skills and expertise. Each session lasts a maximum of 30 minutes, and these groups are flexible and subject to change on a half-term basis. Teachers coordinate their available time slots to schedule the sessions and may communicate with parents to accommodate pupils' needs.

In Reception and Year 1, More Able pupils are provided with opportunities to extend their learning within the classroom setting through a range of extension tasks and targeted questioning. They are encouraged to extend their learning during child-initiated play-based activities.

### **Analysis of Needs**

Ongoing processes of formative and summative assessment are integral to the teaching and learning process at The Oratory Prep School, providing useful information to the pupil, the teacher, and the parents. Assessment demonstrates what has been learned, identifies successes, and highlights the next learning stages. It also offers valuable insights into how the curriculum can be suitably adapted and which methodologies should be adopted to meet individual needs.

## **Monitoring and Evaluation and Success**

The Senior Management Team (SMT), the SENCO, and teaching staff will review this policy bi-annually and evaluate the impact of provision on the attainment and well-being of individuals.

Examples include:

- Comparing baseline data with data collected at assessment points.
- Reviewing pupils' progress in relation to the targets set.
- Considering other factors that may have affected progress.
- Analysing the effectiveness of educational professionals and parents working in partnership.
- Noticing changes in the total number of Most Able pupils.
- Ensuring that Most Able pupils have access to the full curriculum.
- Planning, reviewing, and evaluating provision for each pupil regularly.
- Ensuring effective deployment of resources to meet the needs of all pupils.
- Gathering pupil feedback and reflections on individual learning experiences.
- Considering parent feedback on their child's learning journey.

## **Supporting Pupils and Families**

At all stages of this process, the school keeps parents fully informed and involved. We encourage parents to contribute actively to their pupil's education and hold regular meetings to share progress. A record is maintained of all communications with parents, and all notes and action plans from these meetings are kept securely to maintain confidentiality. All discussions are handled confidentially and sensitively. In partnership with parents, pupils are encouraged to contribute to assessing their needs, reviewing progress, and transitioning processes.

## **Training**

To maintain and develop the quality of teaching and provision that responds to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undergo induction when taking up a post, which includes a meeting with the SENCO to explain the systems and structures around the school's provision for More Able pupils and to discuss the needs of individual pupils. The school's SENCO regularly attends Bellevue SENCO network meetings to stay updated on local and national developments in More Able provision.

## **Responsibilities**

Poppy Kane is the Most Able, Gifted, and Talented Coordinator. Responsibilities include:

- Compiling and managing the gifted and talented register.
- Overseeing the day-to-day operation of the school's gifted and talented and higher ability policy.
- Coordinating provision for More Able pupils.
- Overseeing records for More Able pupils.
- Supporting and advising teachers in planning appropriate programmes of work.
- Ensuring that planning is differentiated and considers the individual needs of More Able pupils.
- Reading, summarising, and disseminating information regarding educational reports.
- Liaising with the named coordinator for early years and secondary educational establishments to discuss transition.
- Advising, liaising with, and managing the deployment of Learning Support Assistants (LSAs).
- Screening visiting pupils, reviewing the identification procedure, monitoring progress, and maintaining records.
- Liaising with external providers.
- Identifying, ordering, and utilising resources available from other agencies.
- Contributing to the development of curriculum policies to ensure that provision for More Able pupils is considered.
- Monitoring progress and providing additional support to More Able pupils working in class.
- Continuing professional development (CPD).
- Liaising with and advising parents of More Able pupils.
- In consultation with the SMT, reviewing the quality of teaching, including supporting teachers' understanding of strategies to identify and support More Able pupils through appropriate training.

## **Storage and Management of Information**

The school will continue to use a system of data tracking to record the steps taken to meet the needs of individual pupils. The G&T Coordinator is responsible for ensuring that records are kept and are available when needed in a shared folder. These records can be shared with parents upon request.

All staff members have access to individual information via the school system.



## **Reviewing the Policy**

This policy was created in September 2024.

It will be reviewed in September 2025.

## **Accessibility**

Learning activities are differentiated by:

- Taking into account individual learning styles (audio, visual, and kinaesthetic).
- Varying tasks to make them more demanding, challenging, or stimulating.
- Setting open-ended tasks to allow pupils to perform at a higher level by outcome.
- Providing adult/specialist support to develop skills and talents.
- Offering further extension and/or enrichment activities for those who complete tasks.
- Posing a range of open-ended questions.
- Grouping by ability.
- Providing differentiated homework activities at a more challenging level when appropriate.

At The Oratory Prep School, pupils are set by ability in English (Years 6-8), Maths (Years 3-8), Science, and French (Years 7-8) to ensure subjects are taught at an appropriate level.

Differentiation may still be used within a set, based on individual needs.

## **Development of Thinking Skills**

The following thinking skills are particularly important for supporting More Able pupils, helping them consider the 'how' of learning, rather than just the 'what,' thereby fostering a questioning and critical mindset. Teachers aim to incorporate activities that encourage these skills into everyday lessons. The following higher-order thinking skills are acknowledged at The Oratory Prep School:

- Reasoning
- Inquiry
- Creative thinking
- Evaluation
- Information processing
- Questioning

## **Support Services and External Providers**

Support services are welcomed to assist a More Able child if the child:

- Continues to make significant progress in specific areas over a long period.
- Continues working at national curriculum levels substantially above those expected of pupils of a similar age.
- Continues to excel in English and Mathematics.
- Faces emotional or behavioural difficulties that regularly and substantially interfere with their own learning or that of the class group.
- Experiences ongoing communication or interaction difficulties that impede the development of social relationships and create significant barriers to learning.
- Parents have specialist knowledge.

## **Extra Curricular Activity**

The Oratory Prep School offers a variety of extra-curricular activities that provide opportunities for More Able pupils to develop specific skills.

## **Procedures for Resolving Complaints about Provision for More Able Pupils**

This follows the school complaints procedure.

 [Copy of The OPS - 33a Bellevue Complaints Procedure](#)

## **Bullying**

At The Oratory Prep, steps are taken to ensure and mitigate the risk of bullying of More Able learners. Inclusive practices underpin all teaching and learning, and diversity is celebrated. (See Bullying Policy in appendix 4).

Signed: PKane

Date: 01/11/24

## **Appendix 1: Discovery Programme Letter to Parents**

Dear Parents and Guardians,

We are pleased to extend an invitation to [Child's Name] to participate in The OPS Discovery Programme.

**Programme:** Science Discovery

**Led by:** Mr. Stuart- Clark

**Time:** Every Monday 7:50 - 8:20 AM

### **Half-Termly Blocks:**

- Michaelmas Term: 4th November - 13th December 2024
- Lent Term: 24th February - 28th March 2025
- Trinity Term: 2nd June - 4th July 2025

Through engaging half-termly sessions, your child will have the opportunity to deepen their understanding and enhance their critical thinking skills.

Enclosed with this invitation is a document providing further details about the programme. We encourage you to review this booklet to gain a comprehensive understanding of what is offered. Please note that sessions will commence on Monday, 4th November 2024.

We are confident that the Discovery Programme will significantly contribute to your child's academic and personal development, fostering a lifelong love of learning in a nurturing and stimulating environment.

Please be advised that participation in this programme is optional. Should you have any questions or require additional information, do not hesitate to contact me.

Yours sincerely,

Poppy Kane

**Director of Studies**


## **Appendix 2: Discovery Programme Booklet 2024-2025**

<https://mail.google.com/mail/u/0/#search/discovery+pdf?projector=1>

## **Appendix 3: Complaints Policy**

 [Copy of The OPS - 33a Bellevue Complaints Procedure](#)

## **Appendix 4: Anti- Bullying Policy**

 [The OPS - 10a Bellevue Anti-Bullying Policy](#)

