



HEYWOOD PREP  
CORSHAM

# GIFTED, ABLE, TALENTED and INTERESTED POLICY

**Updated  
February 2020**

## **2.1 Introduction**

This Policy applies to the entire setting including the EYFS.

All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. In our School we aim to provide a curriculum that is appropriate to the needs and abilities of our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. This policy outlines the School's practice and procedures relating to the support of able and talented pupils.

All children have the potential to improve their level of performance and to become more "able" acquiring and developing their skills through hard work. There will be those who are considered "exceptionally able" or "Gifted," whose individual needs will require special provision.

"Talented" children are those who are able in Art, Drama, Music and Sport. "Exceptionally talented" children will also require special provision.

Teachers will monitor the performance and progress of all children using assessments and examinations throughout their time in the School. The School considers that "exceptionally able and talented" pupils are those pupils who achieve, or have the ability to achieve, at a level significantly in advance of the average for their year group.

## **2. Identification Strategies**

We use a range of strategies to identify exceptionally able and talented children. The identification process is on-going though it is based, for the most part, on performance in formal assessments together with the professional judgement of teachers. Further information taken into account will include:

- Information from parents and carers
- Information from previous teachers or pre-school record
- Discussions with pupils

## **3. The Monitoring Process**

Pupils who are identified by the School as being exceptionally able and talented are monitored throughout the academic year. The Head of Learning Enhancement (HLE) monitors the progress of our exceptionally able children termly in their area of ability and seeks to ensure that teachers are providing appropriate challenge within their lessons and to identify other opportunities in which the School can provide, stretch and challenge. This is achieved through liaison with the Heads of Department, lesson observations, work scrutiny and pupil discussions. (Gifted, Talented, Able and Interested (GATI) pupils are recorded on the GATI register, following a referral and monitoring process, which is compiled termly by the HLE, recorded on the Wave 1 GATI Intervention List and reviewed termly by the Form Tutor in consultation with the child's parents.

## **4. Checklist for identifying exceptionally able and talented children**

- Pupils performing ahead of their year group
- Pupils of observably high intelligence and / or achieving high scores in nationally standardised tests or examinations (SAS > 125)
- Pupils who are exhibiting behaviour traits for which a more challenging approach is effective
- Pupils for whom parents and teachers have recognised a particular gift or talent which could include physical talent, mechanical ingenuity, ability in expressive, visual and performing arts, outstanding leadership and social awareness and creativity
- Pupils whose achievements have been acknowledged outside school
- Educational Psychologist's Report

## **5. Referral for inclusion on the GATI Wave 1 Intervention List/Register**

Referrals for inclusion on the GATI register may be made by teachers, or by parents via the child's Form Tutor. The teacher should complete the appropriate Referral Form (Appendix 1) and return to the HLE for approval. The teacher and HLE will then meet to discuss the child's abilities and needs, along with the parent(s) if appropriate. A decision will then be made as to whether the child should be included on our GATI Wave 1 Intervention List for monitoring for a maximum of 3 terms before potential inclusion on the GATI Register.

## **6. Special provision for our exceptionally able children**

We make special provision in the following ways;

- Teachers plan work that is differentiated within tasks set and / or through outcome that will challenge our most able children by asking for greater depth of responses; a broader range of responses or that goes at a faster pace than expected.
- We offer a wide range of extracurricular clubs and activities.
- We provide Individualised Learning sessions (5 x per week) with enrichment groups available in Maths, English, Science, Computer Science, sport and Art led by the Head of Department of each subject to ensure high quality provision
- We undertake educational day visits and residential visits to enhance all of our children's experience of the curriculum and this benefits our most able children significantly.
- We recognise the value and challenge of asking children to carry out independent study and provide opportunities where appropriate.
- We recognise the importance of children setting their own questions and investigations and provide opportunities where appropriate.
- We ensure that our most talented performers in sports are offered the opportunity to play for school teams based on a judgement of ability, and not age, and that they are supported in their sports activities outside school wherever possible
- We ensure that our talented musicians are encouraged to develop their performance skills through performance in assemblies and our Music and Drama Evenings. We also support able musicians in their musical activities outside school wherever possible
- We recognise the importance of stimulating the use of higher order thinking skills (HOTS) rather than asking children to complete more of the same (MOTS)
- We organise and host workshops in various subjects for our most able year pupils and others from Wishford Schools.

## **6. Inclusion**

Able and talented pupils have equal access to all aspects of the curriculum and school life. The School recognises that some exceptionally able and talented pupils may be keen to specialise early in some activities to the detriment of other experiences or subjects of the curriculum. However, pupils will be encouraged to fulfil their potential in subjects in which they are able and talented without reducing the breadth of their curriculum and personal experience of any extracurricular activities.

## **7. Staff Development and Training**

The School makes use of staff training and whenever possible, enables staff to attend courses and conferences on issues regarding able and talented children. The HLE also disseminates to staff relevant professional articles when appropriate and undertakes to provide appropriate meeting time, periodically, for review and discussion of the policy and consideration of teaching strategies.

## **8. Leadership and Management**

The HLE will act as coordinator for exceptionally able and talented pupils at the School and will:

- Review children in consultation with other staff
- Monitor the School's provision for pupils identified as being exceptionally able or exceptionally talented
- Monitor the progress of pupils identified as being exceptionally able or exceptionally talented based on end of year examinations and other assessment procedures.

HEYWOOD PREP

This policy was approved in February 2020. It will next be reviewed in February 2021.

Signed:

A handwritten signature in cursive script that reads "Rebecca Mitchell".

Rebecca Mitchell  
Headmistress

**APPENDIX 1  
IDENTIFICATION & REFERRAL FORM – EYFS, PRE-PREP AND PREP CHILDREN**

**SEND/GAT REFERRAL FORM**  
**EYFS/PRE-PREP AND PREP CHILDREN**

If you require any assistance when completing this form, or would like to discuss any part of it, please contact Annette Bidgood, Head of Learning Enhancement.

Child's Name		Date of Birth		
Referred by		Year group	R	
Date of referral		Reason for referral (please circle)	SEND	GAT

**INFORMATION TO SUPPORT REFERRAL**

Referral is made on account of (please tick appropriate box/boxes)

Academic scores		Teacher intuition	
Parent referral		Information from previous school/nursery	
Discussion with pupil			

**Latest Academic Data**

Reading	SAS: Date:	Spelling	SAS: Date:
PTE	SAS: Date:	PTM	SAS: Date:
CAT4	SAS: Date:	Other (please specify)	

Additional Information about the child and his/her abilities (including subject linked to referral):

**PLEASE PRINT AND RETURN THE COMPLETED FORM TO THE HEAD OF LEARNNIG ENHANCEMENT,  
WHO WILL MEET WITH YOU TO DISCUSS THE CHILD YOU HAVE REFERRED.**

**FOR COMPLETION BY HEAD OF LEARNING ENHANCEMENT**

ON WATCH LIST	SEND/ GAT/ NO	SIGNED	
REASON IF NO		DISCUSSED WITH STAFF MEMBER	YES/NO
DATE ADDED TO WATCH LIST		DISCUSSED WITH PARENTS	YES/NO