



# **Breaside Preparatory School**

## **More Able and Talented Pupils Policy (Formerly: *Able, Gifted and Talented Policy*)**

**February 2017**

# More Able and Talented Pupils Policy

(written with appropriate staff consultation)

## **School Vision:**

1. Breaside Preparatory School aims to create a happy, secure and stimulating environment where all learners are encouraged to reach their full potential
2. The school works effectively with others including parents and outside agencies and networks to continue to ensure its central role in the local community
3. All staff are committed to the continuous improvement and achievement of high standards

## **Rationale:**

At Breaside Preparatory School we recognise that we have more able and talented pupils. Fundamentally, we feel that Every Child Matters and aim to ensure that the additional needs of each child be met in as inclusive a way as possible. The inclusive provision for More Able and Talented Pupils ('MAT') requires that we can identify our MAT pupils as early as possible and ensure that a suitable range of appropriate opportunities and effective strategies are available for each child to work towards his/her potential. (See Appendix A). Individual children are encouraged to develop their attributes, skills and potential within a learning environment that embraces equality of opportunity and provision. Abilities and talents will emerge in a wide range of subjects and fields; it is important to develop the whole child. At Breaside, we work hard to ensure that both the school and individual staff and pupils can thrive in a culture of ambition and aspiration.

## **Aims:**

- To raise aspirations for MAT pupils and to have continually high expectations of achievement for MAT pupils
- To provide flexible and tailored provision for MAT learners requiring enrichment and support to ensure that they are achieving their full potential
- To foster through a growth mindset approach, enterprise, self-reliance, and independence for MAT pupils and to develop specific skills or talents that fully equip pupils to meet the challenges of the 21<sup>st</sup> century
- To help pupils acquire knowledge, skills, and practical abilities especially those of problem-solving, investigating, independence of thought and effective use of language
- To help pupils to appreciate and enjoy achievements in music, art, science, computing, maths, technology, literature, and sport
- To develop a continually evolving and enriching curriculum (including extra-curricular activities) as well as actively promoting a range of effective teaching and learning strategies to support MAT pupils' development; celebrating the continued development of the school as a learning community
- In working towards the above, all pupils in the school will benefit (See Appendix B)

**Statement of Intent:** We acknowledge that there are a wide range of learning styles. We offer opportunities for children to learn in a style that best suits them. We actively encourage more able and talented children to take responsibility for their own learning and to be involved in evaluating and reflecting upon their learning.

## **To achieve these aims, we aim to create a whole school learning culture which:**

- Values learners own interests and various styles of learning
- Actively promotes a growth mindset culture where challenge is embraced
- Encourages independence and autonomy

- Supports learners in using their own initiative
- Encourages learners to be open to ideas and initiatives presented to them by others
- Encourages connections across subjects and areas of the curriculum
- Links learning to wider applications
- Encourages the use of a range or both practical and mental resources, ideas, methods and tasks
- Involved learners in working in a range of settings and contexts, e.g. individual, groups, pairs, class, cross year group, cross key stage

**The MAT coordinator will:**

- Put in place a regularly updated MAT register (dependent on discussion with subject teachers / assessment coordinator)
- Monitor and track progress of MAT pupils
- Liaise with appropriate staff members regarding best practice
- Manage sharing of good practice
- Give advice on extending opportunities and making external links to other agencies and educational institutions

**Definition:**

As a staff we have previously defined Gifted, Talented and Able pupils as: ‘able’ as being one who achieves or has the ability to achieve at a level significantly in advance of the average for their year group within the school (nationally, this is expected to fall between 5-10% of each year group); ‘gifted’ as being one who demonstrates academic and thinking abilities/potential that clearly exceed the norm of his/her peers and ‘talented’ as being one who demonstrates creative, artistic, musical, sporting, social skills/potential that clearly exceed the norm of his/her peers, within the school. Moving forwards, MAT pupils can be collectively defined as those pupils who require enriched and extended opportunities across the curriculum to develop their abilities in one or more areas; a group of pupils who require greater depth and breadth of learning activities directly relating to the new National Curriculum guidance on Mastery teaching as a method of extending and securing pupils comprehensive knowledge.

The NACE definition for More Able and Talented is used to describe pupils who require opportunities for enrichment and extension that go beyond those provided for the general cohort of pupils. Approximately, 20% of the school population may be more able while the top 2% could be considered exceptionally able.

Currently, Ofsted uses the term ‘more able’ in primary schools and the DfE refers to higher attainers as well as the most able. The DfE and Ofsted define the more able in terms of those whose progress significantly exceeds age related expectations. Exceptionally able pupils are those who have the capacity to achieve or perform at the very highest levels.

- Children may be more able and/or talented in diverse fields (academic, creative, sporting, social, leadership)
- More able children would demonstrate a higher ability than average for the class and would often require differentiated tasks or provision and opportunities to learn through challenges
- Talented children demonstrate an innate talent or skill and this includes those in the creative or sporting fields

It is important to remember that MAT pupils can demonstrate advanced ability, skills or talents in one or more area such as:

- Core academic subjects
- Specific curriculum subjects

- Organisational ability
- Leadership
- Creativity
- Thinking skills
- Social skills

### **Identification:**

The school is committed to identifying pupils in response to this policy's definition of MAT pupils, which will help to accurately identify the diverse range of abilities. The strategy for identifying pupils as MAT is based on identification-through-provision alongside analysis of pupils' work and testing. Key features of this include:

- Teacher observation and nomination based on individual work / areas of excellence
- Discussion of pupils with colleagues
- Discussion with the child
- Consultation with parents and guardians
- Provision for learning and outcomes
- Whole pupil profiling
- In depth analysis of data; school tests and standardised tests (CAT's / NFER's / SATS) as well as teacher assessment
- Careful record keeping and collation of evidence

The process is ongoing – provide – identify – provide. (See Appendix C and Appendix D)

### **Organisational responses:**

- Varied groupings for different aspects of school: forms, small working groups, linked classes
- Delivery of an enriched curriculum for all pupils – specialist teaching/facilities, cross curricular opportunities
- Active participation, engagement, and inclusion of all pupils with an emphasis on celebration of success
- A wide and varied after school activities programme
- Ensuring opportunities for home/school liaison and parental involvement as appropriate
- Targeted intervention booster groups for more able pupils in core subjects

### **Pedagogic responses:**

We actively encourage a wide variety of teaching strategies to promote effective learning including:

- Planned differentiation within lessons to include enrichment tasks and challenging extension activities
- Pace and depth of learning including higher-order thinking challenges
- Target and/or task related objectives that are shared with pupils
- Teaching and learning styles as well as an evaluation of their outcomes
- Cross-curricular and computing based opportunities
- Staff will make flexible and efficient use of resources within and across year groups / key stages

### **Teaching and Learning strategies (within the framework of the Teaching and Learning Policy):**

- Extension and mastery of knowledge and learning opportunities
- Child initiated learning opportunities
- Differentiated teacher questioning

- Targeted use of classroom teaching assistants
- Adopting a problem solving approach
- Adopting a skills based approach
- An open awareness of learning styles
- Acknowledging of pupils' successes through displays / rewards / celebration assemblies / school bulletin announcements
- Schemes of work and lesson plans will show evidence of taking into account considerations of MAT pupils

### **Extra-curricular activities:**

At Breaside, we strive to allow pupils to discover and develop areas of potential that might otherwise not be realised, we offer a wide and varied range of after school activities. In addition there are: local, national and international school trips; inter-house competitions; many sporting opportunities – including inter-school competition; drama and music productions; peripatetic music lessons; local concerts and festivals for performance opportunities. There are also a wide variety of staff run clubs offered each term that encourage developing and challenging children's skills and abilities, both academic and creative.

### **Social-emotional development:**

Opportunities to develop these talents are provided through positions of responsibility in various areas including, head boy and girl, team captaincies, prefects, school council, class assemblies and supporting social skills groups. Social skills are also developed and encouraged within the lesson setting with pair / group work and pupil speaking and integrated English lessons that incorporate discussion and debate.

### **Roles and Responsibilities**

This policy falls within the remit of SENCO provision at Breaside Preparatory School. The coordination, monitoring and evaluation comes under the responsibilities of the MAT coordinator. Weekly whole staff meetings and referral forms ensure formal monitoring in addition to general overseeing of MAT pupils provision. This also helps enable identification of and provision for pupils with dual exceptionality. Identified MAT pupils will be put on the MAT register. The staff shared area contains further information for staff on current MAT initiatives as well as referral forms used to both identify and gather evidence on possible MAT pupils. Additionally, the shared area contains a bank of resources to be accessed by staff with the aim of providing support in the teaching of those children considered more able and talented.

### **The MAT Coordinator:**

The co-ordinator with responsibility for more able and talented is Miss A. Golds. The co-ordinator will:

- Monitor the progress of the children identified on the register
- Lead staff discussions and awareness raising about the aims and expectations
- Liaise with class teachers, subject leaders and the SENCO and negotiate individual action plans where needed
- Purchase and organise resources, keep abreast of new developments and have a knowledge of specialist facilities
- Offer advice and support for parents

### **Class Teacher:**

- Liaise with the MAT coordinator over early identification and of more able and talented children in their class
- Discuss planning for the most able and talented children with the MAT coordinator to ensure pupil needs are met

- Use a variety of teaching and learning strategies to meet the individual needs of more able and talented children
- Keep parents informed as appropriate

**Teaching Assistants:**

- Take responsibility for individuals and groups and provide challenge under the guidance of class teacher
- Keep up to date with initiatives discussed at staff meeting and CPD sessions

**Monitoring and Evaluation:**

We will monitor and evaluate:

- Work undertaken by children
- Pupil progress
- Class teacher planning of activities
- Class and support teachers' effectiveness
- Uptake of opportunity
- Records of provision and attainment
- Consistency between classes / key stages

Formal monitoring carried out at regular points annually via discussion with pupils, book scrutiny, lesson observations and monitoring of planning.

**Continuing Professional Development:**

The MAT Coordinator will receive regular continuing professional development to keep abreast of national and local developments and will lead INSET as and when appropriate with teachers and support staff.

## Appendices

### A – Rationale

1. Every Child Matters: The government's 'Every Child Matters', 2004, agenda, states that the government's aim is for every child, whatever their background or their circumstances, to have the support they need to:

- *“Be healthy*
- *Stay safe*
- *Enjoy and achieve*
- *Make a positive contribution*
- *Achieve economic well-being”* DfES (1081/2004)

The MAT child needs his/her individual needs met for enjoyment, achievement and positive contributions to form part of their overall school experience.

2. It is important that in creating an **inclusive learning environment** that stretches the ablest, it does so without excluding or alienating the least able – and vice versa. (Hymer 2003. p.3)
3. Each child working towards his/her potential means that provision needs to be flexible, recognising that **equal opportunity does not mean identical provision for all**, and that MAT pupils with a learning difficulty/disability will possibly need or require extra support.
4. Supporting the rationale behind this policy is the core belief that:
- ***“All children have a right to a high quality education.***
  - *The primary aim of education is to excite in children and young people a passion for learning, and to facilitate the acquisition of skills and dispositions which will permit this passion for learning to be satisfied and sustained.*
  - ***The primary role of the school is to maximise opportunities for all children to reach their educational goals.***
  - *Children’s educational goals will differ.”* (Hymer 2003. p.3)

## B – Aims

1. It is well established that **higher expectations lead to higher achievement** in pupils, and vice versa. Therefore to realise the needs of our MAT pupils it is essential that we not only aim to have high expectations of achievement for these pupils but also raise their own aspirations. Fisher, R. (2005) p.203 cites Brophy & Good, (1974)

*“When teachers had high expectations, they actually produced higher achievement in those students than in students for whom they had lower expectations.”*

2. Fisher, R. 2005, p.23 quotes Jean Piaget

*“The principle goal of education is to create men who are capable of doing new things, not simply repeating what other generations have done – men who are creative, inventive discoverers. The second goal of education is to form minds which can be critical, can verify, and not accept everything they are offered”*

Our aims are reflected in the above quote from Piaget. The ‘enterprise’, ‘self-reliance’ and ‘independence’ as aims for our A, G & T pupils are prerequisites for creating innovative adults with critical minds.

3. Hymer asks (2003. p.61 )

*“What sort of provision do gifted and talented students need?”*

*What sort of provision do all students need?”*

The juxtaposition of these 2 statements suggests that they might in fact be the same things; thus **the provision for A, G & T pupils can in fact benefit all pupils within the school**. This also links back to the earlier point about high expectations in that if the expectations of pupils are high within the school, then pupils will more likely perform accordingly. This is further supported in Clark and Callow (2002, p.1) who cite The Third Report of the House of Commons select Committee on Highly Able Children (1999) which states that,

*“...many of the strategies which work well for able pupils will also benefit other pupils...if the school is providing opportunities intended to identify and challenge the highly able, children are more likely to display their latent abilities.”*

*“Gifted and talented need not be simply labels for the few but goals towards which all can aspire in different areas.” Hymer (2003. p.7)*

## C – Definition

From the summary of findings when the staff were consulted about their views on MAT:

*“What do you think the term ‘More Able and Talented Pupils’ means, especially within the context of this school?”*

- Children who achieve/have ability/have a ‘flair’/demonstrate potential over and above others in their class/set/ any area of school life/curriculum/expectations
- Able – academic
- Talented – games/art
- Anyone who thinks “outside the box” across the curriculum & challenges the teacher and other pupils with their questions and ideas
- Having an interest, knowledge or skill that *far* exceeds the norm for their age or developmental stage
- Having the ability to absorb, understand and process information to a significantly greater degree than the norm
- Strength in a particular field or possess a more wide ranging general ability

In addition to the staff’s definition, the following have been considered when determining how MAT is defined within the school:

- **MAT describes** learners as those who have one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities);
- **Able** describes learners who have the ability to excel academically in one or more subjects such as English, drama, technology;
- **Talented** describes learners who have the ability to excel in practical skills such as sport, leadership, artistic performance, or in an applied skill. DCSF (2009)

Montgomery, D. (2003, p.4) cites Gagné (1993, p.72) who, “...assigned giftedness to those abilities naturally or non systematically developed, whereas talent applied to those areas of human endeavour in which skills and abilities were systematically developed.”

This links giftedness to measurable forms such as IQ and problem solving style tests and talent to skills that need rehearsing such as playing a musical instrument.

## D – Identification

### 1. Identification-through-provision:

Hymer (2003. p.22) suggests an alternative to the *'rigid exclusive'* nature of identification which has *"a tendency to distort the development both of those included and of those excluded."* Although this is very value laded, Hymer goes on to suggest an alternative, *"'identification-through-provision' approach."* Stating,

*"This approach seeks to consider aptitude and provision simultaneously, not sequentially, and it places less emphasis on the existence of some pre-existent gift or talent than on the following elements:*

- *Seeing identification as process-based and continuous*
- *Basing identification on multiple criteria, including provision for learning and outcome*
- *Validating indicators for each course of action and provision*
- *Presenting students' abilities as a profile rather than a single figure*
- *Adopting increasingly sharp criteria at subsequent learning stages*
- *Recognising that attitudes may be affected by outside influences such as culture and gender*
- *Involving students in their own educational decision-making, especially in areas of their own interest."* Freeman, J. (1998)

### 2. Teacher observation:

The teacher is in a position to identify the child who may not be demonstrating his/her true abilities in test situations. The teacher can assess the quality of the child's oral response in class, the way in which the child engages with class discussion and how well the child understands underlying concepts. The teacher can also assess the way in which a child accepts or questions what s/he is told, demonstrating independent thought and an enquiring mind. An enterprising approach cannot always be easily measured or identified in formal terms, but teacher observation allows for this to form part of the identification process. This is essential in identification of children with dual exceptionality, as often the performance on paper of such children is not a true representation of their innate abilities.

Montgomery, D. (2003, p.26) writing about GLD (Gifted with Learning Disabilities), says,

*"Another problem is the quantity of writing that these students produce. They may have untidy handwriting (Fall and Nolan 1993; Silverman1997) and they find it difficult to actually get thoughts down on paper (Hishinuma 1996). In addition, the use of sentence structure, punctuation and grammar is more basic (Dix and Schafer 1996)."*

This makes teacher observation a vital part of the identification process to avoid such children's abilities being overlooked.

### 3. A key question when using provision for learning and outcomes as part of identification is:

*“Is the method flexible and open-ended enough for the child to develop at his or her own pace?”*  
George, D. (1997, p.62)

Hymer (2002, p.29) looks at the teachers’ role in provision in order that there be opportunities for observable outcomes that indicate the abilities of the learner.

*“Teachers play a crucial role in the foremost challenge – that of creating and sustaining an enriched and stimulating learning environment which gives all students an opportunity to reveal (albeit at different times) their unique profiles of strengths.”*

As he goes on to say, on page 30, it is important that there be a range of opportunities as without exposure to different activities how does one discover one’s talents and abilities?

4. Pupils are discussed at weekly key stage meetings so teachers are able to get an overview of pupils in different contexts. Therefore if a member of staff feels that a child might be demonstrating signs of being more able there is an opportunity to look at the whole child in his/her wider contexts. There are also open channels of communication with parents which affords opportunities for parents to alert teachers if a child appears to them to be underachieving. Pupils’ achievements outside of school are celebrated in assemblies, which is another way of enabling teachers to build a profile of the whole child. There are also a range of contexts in which pupils’ social and emotional skills can be observed, those with leadership, empathetic, group facilitating and other interpersonal skills, supporting whole pupil profiling as a means of identification. These methods are relevant at all stages within Breaside Preparatory School.
5. The school uses regular annual NFER tests for Verbal Reasoning, Non Verbal Reasoning, English and Maths. This is undertaken in Years 1, 2, 3, 4, 5 and 6. In Year 6, pupils may choose to take tests such as the Kent Test or Scholarship Tests. The results of these tests are used to inform identification of pupils who might be termed as being more able. In general terms, this would usually be those pupils with a standardised score of 130+, however in as much as the term more able it also looks at those who exceed the norm in relation to their peers (standardised score). This would be if the relevant peer group was either exceptionally strong or weak. If the whole group yield high standardised scores then the teaching of the group would reflect this. Likewise in a weaker group, it could be that specific strategies need to be in place for one with a score below 130 if the score is significantly higher than that of his/her peers. Any discrepancies between these tests and school exams, reading tests, spelling tests etc. can then be used to help identify those children with dual exceptionality. Likewise, sporting achievements, music exams, successes in competitions etc. can be used to help identify those with specific talents.

*Taken from the Standards Site for the Department for Children, Schools and Families*

## E – Organisational responses

1. In K.S.1 TA (Teacher Assistant) support is available to allow for enrichment work, as needed. The TA can either support the class, leaving the teacher to work with a targeted group, or vice versa. Pupils are in mixed ability tutor groups and are taught the entire curriculum in these groups. This allows for pupils to work with different people, affording more opportunities for development. There is also a house system in place throughout the school, which allows for another set of groupings affording other opportunities. All of these offer a range of opportunities to our pupils. The after school programme addresses both gifts and talents as a wide range of activities are on offer. This can also be used to support identification as areas may be covered that are not addressed through the regular curriculum. Moreover, outside of the more formal classroom environment, a child might display abilities that have otherwise been overlooked. Provision is also available for enrichment groups if needed.
2. There is specialist teaching in some subject areas from a young age. A specialist music teacher helps to ensure that talents in this area are addressed. PE and Swimming is also taught by a specialist teacher from KG upwards, as is French. Pupils have specific ICT lessons from Year 1 and Science from Year 2. In K.S.2 there is more targeted specialist teaching with Geography, Music, Art, DT, PE and History being taught by specialist teachers alongside the core curriculum areas of English, Maths and Science. These are phased in from Year 3. This enables pupils' needs to be more readily addressed as the expertise is available and in place to both identify and provide for the more able.

Alongside this are the aforementioned houses. This offers cross curricular opportunities through inter-house competitions and activities. Games are also taught within a wider age framework, with inter-school and inter-house competitions. This allows opportunities for those with specific sporting talents to develop the relevant skills.

3. In celebrating the success of our pupils, we actively encourage pupils to bring in awards, certificates, signs of achievement from outside of school. These are celebrated as fully as any school based achievement. In this way we aim to foster a culture of success and achievement that nurtures higher aspirations for all pupils. As identified earlier with the government's 'Every Child Matters' 2004 agenda, there is the need to, '*Enjoy and achieve*'. This is also reflected in Maslow's Hierarchy of Needs, Stopper (2000, p.55) which recognises '*esteem needs*' as a central pivotal point when working towards one's potential.
4. The after school programme of activities not only provides a wide range of opportunities but allows for targeted provision for the MAT pupils as needs arise. This includes: rehearsal for school productions and performances in ways that do not impinge upon general teaching; activities being set up to address a specific area of interest for MAT pupils; open ended activities such as on-line magazine during which MAT pupils can work entirely at their own pace, exploring issues in depth and in a self-directed manner with support on hand as needed. This offers pupils "*an opportunity for new experiences and learning and a chance to grow intellectually.*" Clark and Callow, (2002, p.108). Pupils also offer each other support in these situations, sharing their expertise and developing leadership skills. There is also strong parental involvement in the after school activities, as part of a resourcing from outside expertise. This is offering a wider range of opportunities than might be found by using the staff alone.

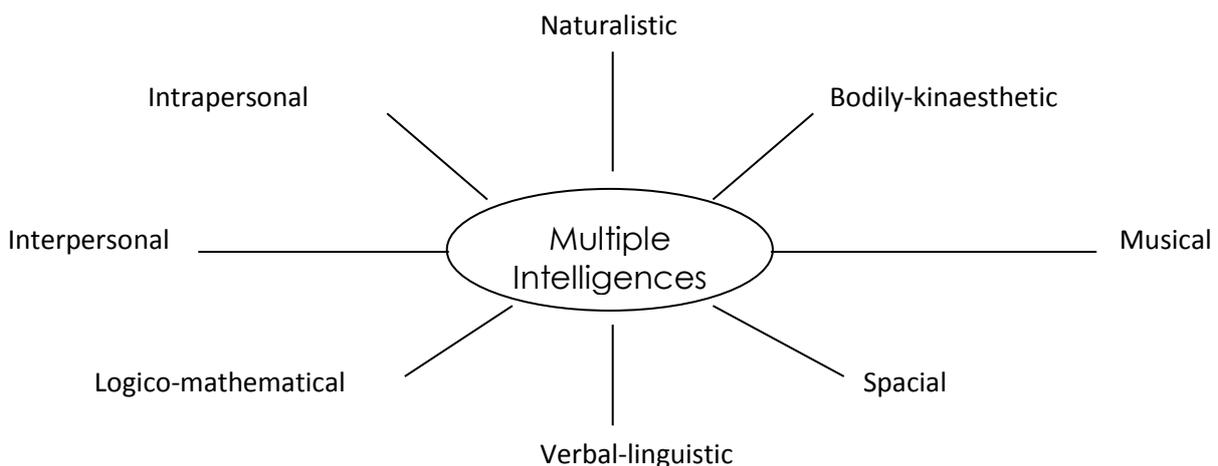
## F - Pedagogic responses

1. Planned differentiation is a part of teaching at Breaside Preparatory School. As well as catering for those with learning difficulties, this includes provision of enrichment tasks to develop the most able pupils. A key aspect of this is that it enriches the learning as opposed to providing more of the same. Referring back to Piaget, as quoted under 'Aims', if pupils are to be "*capable of doing new things, not simply repeating*" the enrichment activities need to involve an element of investigation and enquiry, with pupils able to take the subject in different directions as well as to greater depths, challenges that require higher order thinking skills that are not dependant on received information alone. Sometimes it can be necessary for a range of activities to be available in order that pupils can work a pace appropriate to their needs.

Again, planned differentiation is also vital to allow the pupils with dual exceptionality to access the more advanced aspects of the curriculum. This can mean allowing opportunities for different methods of recording and demonstrating knowledge and understanding.

3. With a growing emphasis on formative assessment, whereby the marking of work is not simply about grades or levels but more specifically about learning from the task undertaken, pupils can be set or set themselves personal targets for development. Pupils are shown what is necessary for development as well as having their achievements recognised. There is a range of opportunities so that sometimes a specific target is highlighted and sometimes it is the task itself that is the focus. This allows for a more open ended approach that stimulates the MAT pupils, allowing them to be creative and innovative in their work.
3. Children are exposed to a wide range of teaching styles and offered an equally wide range of styles for learning. This is based on various theories of multiple intelligences that help to indicate learning approaches and environments to suit different learners. An example of this can be found in Gardner's theory of multiple intelligences, from which the idea of visual, auditory, kinaesthetic and tactile approaches have arisen.

Hymer (2003, p.14) cites Gardner, H. (1983) Model of multiple intelligences:



Aspects of teaching and learning styles also include the environment for learning; time of day, temperature of room, ambiance of room, music as a background, use of display all affect learning. Likewise the use of music and rhythm, role play, pair and group work and silent reflection all have a

part to play; the more variety in styles, the more opportunities to utilise one's preferences and develop others learning.

4. The ICT suite is available for use by different groups at various times and can be booked in advance so that ICT can be planned for within individual subjects. There are termly curriculum planning meetings so that opportunities are available for cross curricular experiences as appropriate. These provide for the MAT pupils to engage in areas of interest at a deeper level. The use of ICT allows for more independent research and creative methods of recording and sharing ideas.

6. Refer also to the school's curriculum policy:

**"Aims**

All Breaside Preparatory pupils have a right to a broad, balanced and relevant education which provides continuity and progression **and takes individual** differences into account. Work in school is designed to reflect the requirements of the National Curriculum but will, **where appropriate, aim to extend pupils' learning experience beyond NC."**

The detail corresponds accordingly with the MAT Pupils policy.

## **G – Extra-curricular activities**

1. We offer a range of opportunities through the extracurricular programme. Some of these are designed to fit in with specific areas of the curriculum, allowing for enrichment of learning and encouraging the MAT child to explore ideas in greater depth. These have included: concerts that are designed to explore various aspects of music; visits to art galleries with guides to explain specific paintings in depth; visits to places like London Zoo and The Science Museum to contextualise aspects of specific subject areas; visits from outside organisations to explore aspects of healthy eating, science and technology, music, poetry and difficulties faced by Third World countries; a yearly trip to France during which children are exposed to a range of activities and situations outside of their own culture; a yearly trip to Osmington Bay to learn team building skills and refine independence skills.

In addition to these we ensure opportunities to participate in school, inter-house, inter-school and national competitions covering a range of skills. Examples include house quizzes, music and drama festivals and International Maths Day challenges.

Assemblies also provide opportunities for playing instruments, singing and reading aloud. Children are encouraged to participate in all most assemblies, telling other children about their achievements.

This is all in addition to the aforementioned sporting opportunities as the school has teams for many popular sports including cricket, netball, swimming, cross-country, rugby, and football.

Additionally, the school has productions which offer opportunities for performance. These include a Christmas Play for the Infants and a Year 6 production for the Upper School. Throughout the school year there are a variety of further performances relating to current celebrations including Chinese New Year and Mother's Day. Not only is this an opportunity for performance but it allows for development of practical performance skills such as lighting and backstage management.

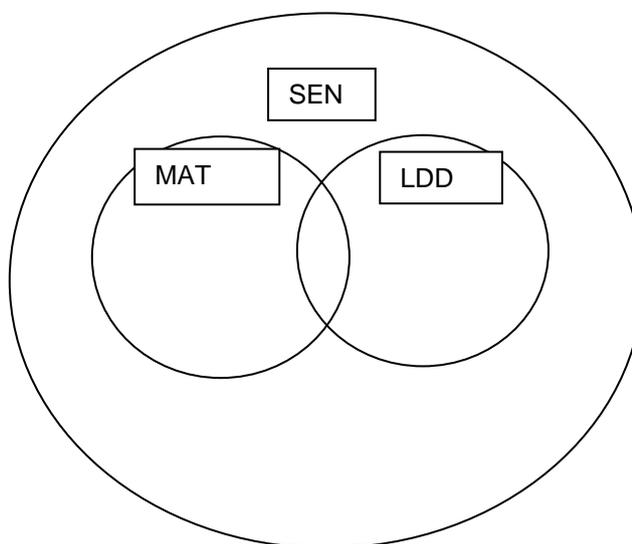
We also have strong links to local Selective Grammar Schools and high-achieving Independent Schools to provide a wealth of extra-curricular learning and activity opportunities.

## H – Social-emotional development

The positions of responsibility outlined in the policy such as head boy and girl, house and team captaincy, librarian, school council representative and support in social skill groups develop social-emotional skills such as organisation, responsibility, team work, speaking and listening and empathy. Being on school council allows for pupils to have an input in the life of the school, providing opportunities for those with talents in collaborative thinking to develop. Older pupils also play a part in hearing younger pupils from the Lower School read and in reading to them. This is another way in which pupils who have good social-emotional skills can further develop them as they learn to adapt their behaviour to suit the needs of the younger child. This is also true when they take on the role of playtime buddy.

## I – Coordination, monitoring and evaluation

All of the additional needs of pupils at Breaside Preparatory School come under the responsibilities of the SENCO (special educational needs coordinator). This includes the LDD (learning difficulties and disabilities) as well as MAT pupils. There are referral systems in place as outlined in the policy and these are for all aspects of SEN. It is therefore the duty of the MAT coordinator to work with the SENCO and be aware of pupils who could be identified as more able and talented. In addition to the use of channels outlined in the policy, the SENCO monitors results from a range of testing, noticing any discrepancies in the individual pupil's profile and in the profile in relation to his/her peers. The SENCO can then advise on provision either through personal knowledge or by directing teachers to those with the required expertise. If in class support is necessary it can be put in place if the resources are available. The SENCO is also in a position to provide advice and support for those with dual exceptionality. There is a register for pupils with LDD and one also for those identified as more able and talented. The SENCO is responsible for cross referencing those pupils with dual exceptionality so that they appear on both registers and are supported appropriately.



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