

# Queen's College Preparatory School (including Early Years Foundation Stage)

## *More Able Pupils Policy*



*Due for review during  
Michaelmas Term 2023*

## Introduction

At Queen's College Preparatory School (QCPS), we are committed to providing an education that will enable our pupils to develop to their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social. We are committed to providing a stimulating and challenging curriculum for all our pupils, in the pursuit of the highest academic and pastoral achievements and to allow every girl the opportunity to develop her individual talents. Both the content of the work and the level at which the girls are working must be suitable and challenging, so that each individual has the opportunity to make the greatest progress possible. This includes those children who are 'more able, gifted and talented'. This policy should be read in conjunction with the Curriculum Policy, SEND and EAL Policy and the Assessment, Record Keeping & Reporting Policy.

## Definition of More Able, Gifted & Talented

More able children are those who have one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop these abilities). Gifted children have a great thirst for knowledge and this need should be recognised as early as possible and their talents developed. Talented pupils are those which have specific skills or vocations in particular areas, both within and beyond the taught curriculum. These pupils need specific nurturing if their talents are to fully develop.

Provision will be made for those children within the normal class teaching, but sometimes we will provide enrichment or extension activities to promote their skills and talents still further.

## Aims

We are committed to providing an environment, which encourages all pupils at QCPS to maximise their potential and this clearly includes pupils who display some form of giftedness or talent.

- Provide a high-quality curriculum and effective teaching.
- Identify pupils who have above average ability in one or more areas of the curriculum
- Provide opportunities to extend and challenge pupils through mastery tasks.
- Ensure that pupils achieve their full potential; meeting expected attainment and progress targets by developing children's confidence.
- Provide extra-curricular activities which provide enrichment in different areas of the curriculum.

## Identification of More Able, Gifted & Talented Children

At Queen's College Preparatory School, the identification of more able, gifted and talented pupils is a process which the whole teaching and support staff participate in, as well as parents, carers and the children themselves. We use a range of strategies to identify more able, gifted and talented children. The identification process is ongoing, and begins when the child joins our school. The school is keen to understand each girl's achievements and interests in particular areas as they join the school community. Open discussions with parents and carers enable us to create the best possible understanding of the child, and current records of awards and achievements in academic, sporting, musical, artistic and any extracurricular activities are helpful in building up a representative picture of the child.

Upon entering Reception, each child's pre-school/nursery record gives details of achievements and interests in particular areas. Information from baseline assessments carried out by class teachers within the first half-term of the reception year gives information about their developing skills across several areas of learning. Identification may be clear at this point.

Across the school, discussions also take place with parents and carers to enable us to gain further information about a child's ability. These discussions can happen throughout the school year once the pupil has been identified. Parents can take an active role in supporting their child through providing a balanced perspective and range of skills, such as encouraging her to try out new activities, broaden experiences. They can give their daughter the space and free time in which to play, experiment and develop hobbies and interests of her own. It is also important to complement what is done at school and not simply replicate what goes on in school.

Throughout pre-prep and prep, class teachers use prior attainment and current performance to identify children that may be more able, gifted and talented and use on-going tracking and assessments to monitor progress and to ensure challenge is provided through quality first teaching in the classroom. The girls undertake termly testing, in line with national standards, to support the identification of those who are more able and/or gifted and are working at a greater depth within the curriculum.

The 7+ Academic Scholarship programme for entry into Form III (open to both internal and external applicants) is based on achievement in entrance assessments and interview, and takes place towards the end of the Michaelmas Term.

Talented pupils are identified in the following ways:

- Feeder school recommendation
- Recommendation from individual teachers (e.g., Music teachers)

and peripatetic Music teachers, PE teachers, Drama teachers and Art teachers)

- Recommendation from teachers running societies and clubs and other enrichment activities, such as competitions sports and dance clubs.

## Characteristics of a More Able, Gifted & Talented Child

More able, gifted and talented pupils are a diverse group, and their range of attainment will be varied. They are more likely than most pupils to:

- Think quickly and accurately
- Work systematically
- Abstract reasoning
- Generate creative working solutions
- Work at a level 2 or 3 years ahead of peers
- Work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations
- Communicate their thoughts and ideas well
- Be determined, diligent and interested in uncovering patterns
- Achieve, or show potential, in a wide range of contexts
- Be particularly creative
- Be inquisitive
- Show great sensitivity or empathy
- Demonstrate particular physical dexterity or skill
- Make sound judgements
- Be outstanding leaders or team members
- Be fascinated by, or passionate about, a particular subject, aspect of the curriculum, hobby or interest
- Demonstrate high levels of attainment across a range of subjects or within a particular subject or aspect(s) of work
- Be able to use a high level of mastery in order to work with the curriculum objectives taught
- Uses superior vocabulary and complex sentences

## Provision

At QCPS teachers plan carefully to meet the learning needs of all our children. We give all girls the opportunity to show what they know, understand and can do. We achieve this in a variety of ways when planning for pupils learning and demonstrate this through 'stretch and challenge' activities which is where the girls can apply what they have learnt in a more in-depth, complex and cross-curricular manner.

Children are familiarised with a variety of organisational strategies as they move

through QCPS. These strategies can be used by all girls but give due scope to higher achievers including the setting across core subjects and small group interventions.

In addition, we offer a range of extra-curricular pupil activities which may offer higher achievers the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs.

Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children.

The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

We promote celebration of achievements by asking parents to inform the school if their child has an out-of-school award etc.

We plan enrichment weeks when the normal timetable is suspended and cross-curricular projects, which offer pupils more challenge and responsibility.

## **Academic Scholarships**

Academic Scholarships will be offered to those who achieve highly in the 7+ Entrance Assessments, also taking into account their performance at interview, their current school's reference (if applicable) and their ability to think critically. Different fee remissions may be offered, depending on performance and academic potential. Additional provision will be put in place to nurture and extend their abilities.

## **Guidance for Staff / Strategies for Teaching**

- Identify the more able pupils in their class (this may not necessarily be in traditionally academic subjects- it could be in drama, art, music or sport).
- Create strong links with parents.
- Focus on a child's individual strengths.
- Use high order questioning to challenge the pupils. Encourage the girls to explain their thinking: 'What makes you think that?' 'What evidence do you have for this?' 'Why is this so important?'
- Encourage meta-cognition in children- helping them to understand how they learn promotes deeper thinking and understanding.
- Be creative - give the pupils opportunities to become involved in the creation of their learning.
- Give opportunities to work at an increased pace.

- Ensure starting points in lessons meet their level of knowledge.
- Opportunities to work with others of similar ability.
- Stretch and challenge tasks in lessons.
- Abstract tasks.
- Give a wide variety of opportunities for experiment and application.
- Allow for creative opportunities.
- Greater depth not accelerated pace.
- Opportunity to take risks.
- Real applications for their learning.
- Reinforcement that giftedness is valued.
- Protection from bullying or name calling.
- Opportunities to experience challenges outside school where possible.
- Support pupils' mental health and wellbeing by supporting their strengths/creativity.
- Ensuring the right amount of challenge is in place.
- Acknowledging and supporting the pupil when they may be feeling overwhelmed due to their gift and/or talent.
- Provide support/intervention for the pupil where necessary.

## **Coordination & Monitoring**

The 'More Able, Gifted and Talented Register' for pupils is coordinated by the Head of Able, Gifted & Talented, and Scholarships, alongside the Assistant Head (Inclusion). The Register is reviewed on a termly basis in association with pupil progress meetings, staff feedback and information gleaned from subject area and/or staff meetings.

It is recognised that talents and abilities emerge at different times due to developmental milestones, 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. Such changes to the register will be discussed with the parents and pupils (if appropriate).

## **Challenge, Acceleration and Enrichment**

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.
- Internal opportunities for pupils to take part in organised challenge activities.
- Subject area days and termly 'more able, gifted and talented' challenges sent home with selected pupils identified by the Register.

- 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.
- Partnership with other schools or external organisations, for example workshop events, specialised holiday camps, and local, regional and national schemes/competitions.

## Subject Checklists

While general checklists can be used to identify more able, gifted and talented, gifted and talented pupils across the curriculum, it is useful to identify pupils against subject-specific criteria. This enables the School to identify those pupils who may be manifesting ability within one or more subject areas and can indicate pupils who have strengths intelligences rather than across the broader curriculum. The following checklists are useful for refining teacher observation.

### Language

- show close reading skills and attention to detail
- show attention to spelling and meaning of words
- are sensitive to nuance of language use, use language precisely
- have a well-developed sense and appreciation of humour
- have fluency and breadth of reading
- contribute critical responses, can analyse own work
- are able to read with more meaning, drawing on inference and deduction, can 'read between the lines'
- analyse insights confidently when discussing their own and others' writing intentions
- approach writing tasks thoughtful and with careful preparation
- draw out relationships between different texts read
- can reflect on language and linguistic forms they encounter
- can transfer their skills across the curriculum

### Mathematics

- grasp the formal structure of a problem: can generate ideas for action
- can generalise from examples
- recognise pattern: can specialise and make conjectures
- can generalise approaches to problem-solving
- reason logically: can justify and prove
- use mathematical symbols as part of the thinking process
- think flexibly, adapting problem-solving approaches
- may work backwards and forwards when solving a problem
- may leap stages in logical reasoning and think in abbreviated mathematical

forms

- remember mathematical relationships, problem types, ways of approaching problems and patterns of reasoning Science
- recognise patterns and relationships in science data: can form a hypothesis based on valid evidence and draw conclusions
- use subject vocabulary effectively in construction of abstract ideas
- think flexibly, generalise ideas and adapt problem solving approaches
- recognise and process reliable, valid and accurate data: can explain why data is unreliable, invalid or inaccurate
- can evaluate findings and think critically
- enjoy reasoning logically

### **Computing**

- use computing hardware and software independently
- use computers and technology to support their studies in other subjects
- use computing skills and software to solve problems
- consider the purpose for which information is processed and communicated and how the characteristics of different kinds of information influence its use
- consider the limitations of computers and technological tools and information sources
- consider some of the social, economic and ethical issues raised by the use of computers and technology

### **Art**

- analyse and interpret their observations and present them creatively
- are enthusiastic and interested in the visual world
- enjoy experimenting with materials, able to go beyond the conventional
- can sustain concentration, constantly refining ideas
- have confidence using a wide range of skills and techniques
- quick to learn and transfer skills

### **Music**

- hear music 'in the head'
- have a strong musical memory
- demonstrate power of expression and skill beyond competency
- are particularly sensitive to melody, timbre, rhythms and patterns
- respond emotionally to sounds
- demonstrate coherence and individuality in developing musical ideas
- show a commitment to achieving excellence
- have the motivation and dedication to persevere and practise

### **Modern foreign languages**

- show an interest and empathy to foreign cultures



- are curious about how language ‘works’, its meaning and function
- recognise grammatical patterns and functions of words
- use linguistic / non-linguistic clues to infer meaning
- identify and memorise new sounds and ‘chunks’ of language
- can listen and to reproduce sounds accurately
- apply principles from known language to the learning of new ones
- have effective communication strategies

### Physical Education

- use the body with confidence in differentiated, expressive, imaginative ways
- adapt, anticipate and make decisions
- have a good sense of shape, space, direction and timing
- have good control of gross and fine body movements; handle objects skilfully
- produce a seamless fluency of movements with an intuitive feel for elegant movement
- show high level of understanding of principles of health-related exercise and their application in a variety of activities
- can technical terms effectively, accurately and fluently
- can perform advanced skills and techniques and transfer skills between activities
- can analyse, evaluate their own and others’ work using results to effect improvement
- take the initiative, demonstrating leadership and independence of thought

### QCPS More Able, Gifted and Talented Pupils Identification Checklist

ABILITY	FORM	NAME
All- round academic ability		
Analytical skills		
Intellectual curiosity		
Initiative and originality in intellectual work		
English and Humanities:		
a) Reading comprehension		
b) Written expression inc. poetry		
c) Verbal expression		

Maths		
Languages		
Science		
Logic and reasoning		
Mechanical ingenuity		
Creativity		
Artistic talent		
Dramatic talent		
Musical talent		
Sporting talent		
Interpersonal skills		
Leadership		