

SHREWSBURY HOUSE SCHOOL

MORE ABLE, GIFTED AND TALENTED POLICY

At Shrewsbury House we aim to develop 'independent, curious and passionate learners to succeed in a changing world.'

The More Able, Gifted and Talented policy is a statement of the entitlement of pupils with high ability at Shrewsbury House School. It has been developed through staff consultation and reflects the expertise of staff within the school. It also reflects the commitment and ethos of Shrewsbury House School to support and challenge the able child. Our academically rigorous, tailored and dynamic curriculum challenges and supports all pupils, so that they can develop to their full potential.

Associated Policies/Documents

- SHS 3-year Accessibility Plan
- SHS Staff Handbook
- SHS Feedback, Marking and Assessment Policy
- SHS Teaching and Learning Policy
- SHS Curriculum Policy
- M A, G and T Register

Aims

- To support and celebrate the abilities, personal qualities and talents of all children, where possible within the school environment.
- To ensure that all children receive an education appropriate to their abilities - to personalise the educational experience for all.
- To provide teaching that makes learning challenging and enjoyable.
- To provide higher order thinking and questioning skills.
- To employ a wide variety of methods of recognition of potential.
- To recognise under-achievement and seek to remove the barriers of M A, G and T.
- To stimulate children through extra-curricular activities and through curriculum enrichments.
- To have the expectation that the curriculum for all will be extended by realising the needs of the most able.
- To create awareness among staff so these aims can be achieved.
- To compile a M A, G and T register.
- To monitor the progress of children using summative and formative assessments and the tracking and target setting.

Definition of More Able, Gifted and Talented

'More Able, Gifted and Talented' is a term used in schools to describe children from EYFS to Year 8, who have the potential to develop significantly beyond what is expected for their age. These children will be listed on our M A, G and T register. At Shrewsbury House School, we use the following definitions.

More Able

Pupils who perform consistently at the top of the year group and show significant ability in an examined subject area. As a guide, the top 10% of the year group in a particular subject area will be classed as More Able.

Gifted

Pupils whose underlying ability data (CAT, NGST, PTE, PTM) puts them in the top 5% of the year group and are more able academically in more than one examined subject. They are children who have been identified as possible academic scholarship candidates in Year 7 and 8.

Talented

Talented Pupils who show a talent or promise in a creative or sporting area: Music, DT, Art, DT and ICT. They are children who have been identified as possible scholarship candidates in Year 7 and 8 for these areas only.

In defining More Able, Gifted & Talented pupils, the following should be considered:

- Schools have to meet the needs of all pupils. We are required to provide more challenging lessons and other opportunities for gifted and talented children.
- We welcome dialogue from parents who raise their son's talents and abilities and also ensure identification and monitoring systems being developed to support pupils once identified and to cater for the boy's needs if he is on the More Able, Gifted and Talented Register.
- Gifted children often need more support, but not necessarily more structured activities. They may also not necessarily be those pupils who score highly in tests and examinations and could well be underachieving for a variety of reasons, including low self-esteem.
- Tests, while important, are not the sole determiner of ability. Pupils on the M A, G and T register may need more freedom to learn at their own pace and/or more guidance.
- Sometimes, gifted children need extra help to develop their social skills such as working well in groups. They may have specific learning difficulties, emotional or behavioural difficulties which may mask their gifts or talents.
- At Shrewsbury House, we nurture our pupils' all-round development as well as their intellectual development and being flexible in approach and understanding how pastoral and curriculum link is key.

Identification:

Boys at Shrewsbury House School are continually assessed throughout the school. The following methods are used:

- Teacher observation and informal assessment;
- Results of formal assessments and tests and tracking and data analysis - test results are used to analyse children's attainment against their peers and against standardised or national expectations;
- Background knowledge;
- Parent 'nomination'. Parents will sometimes be able to draw attention to specific skills and talents their child does not demonstrate at school;
- Tracking and data analysis (including report and progress card and progress report grade analysis, CATs, Progress Tests and Reading Age data).

Several Characteristics of M A, G and T (pupils are likely to display a range of these):

- Thinks quickly and accurately.
- Can leap from the concrete to the abstract.
- Works systematically.
- Displays curiosity and asks complex questions.
- Generates creative working solutions.
- Work flexibly and independently, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations.
- Communicates their thoughts and ideas well, sometimes with exceptional maturity. Often has a very developed vocabulary.
- Is determined, diligent and interested in uncovering patterns.
- Achieves or shows potential in a wide range of contexts.
- Is particularly creative.
- Shows great sensitivity and empathy and sees multiple perspectives. Sensitivity can make them lonely.
- May show or dislike repetition of concepts and routine tasks.
- Often reluctant to record things if he/she sees no purpose in doing so
- Demonstrates particular physical dexterity or skill.
- May have passionate interests unrelated to school.
- May have a devastating discernment of the weaknesses of other people, including those in authority such as teachers.
- May prefer the company of older children and adults, to their peers.
- Makes sound judgments.
- Be outstanding leaders or team members.

From Reception to Year 2, the identification of M A, G and T pupils will be a more informal process, focusing on classroom observation (particularly in the Early Years) and how a pupil communicates through the written and spoken word. Pupils will be encouraged to have high expectations of themselves and explore areas that they are passionate about. Informal and formal assessment will be used at key points during the academic year to track progress of pupils and highlight where extension or support may be needed.

Provision and Support

The role of the teacher is vital in challenging the thinking of the More Able, Gifted and Talented child. Work in lessons will be targeted at pupils' abilities and previous knowledge, skills and understanding. It will be differentiated by expectation, task, resource, dialogue, support and pace as well as by targeted probing questions. Differentiation will modify the learning experience of the gifted child to promote the opportunities for them to engage in higher order thinking. Heads of Department are encouraged to use Bloom's Taxonomy (higher and lower order thinking skills) to ensure that the appropriate range of questioning is evident in lessons.

There will be activities organised to enrich and vary the curriculum experience for all pupils, designed to give specific opportunities for More Able, Gifted and Talented pupils to develop, by drawing them together for specific activities. There will be added breadth to a child's attainment and progress through activities that consolidate and widen the child's knowledge, skills and understanding, for example, through external competitions.

Scholarship stream in Year 7 and 8 provides the academic opportunity for the More Able, Gifted and Talented child (those considered potential Scholars) to prepare for Scholarship. In Years 7 and 8, Scholars are taught in a separate Scholarship class, which follows an enhanced curriculum and greater challenge, as the teachers prepare boys for demanding senior school scholarship expectations. Critical thinking, problem-solving, challenge and investigative learning is encouraged. Progression will be possible for the identified pupils in particular subject areas as well and this is also recognised in the awarding of individual subject prizes and academic colours for those taking Common Entrance as well as those who may be in Scholarship stream.

Extra-curricular Activities

Extra-curricular activities are highly valued for all children but can be particularly motivating for the Gifted and Talented and More Able child. At Shrewsbury House School, we provide the following:

- A holistic curriculum, focusing on the physical, spiritual, aesthetic and academic;
- Academic, creative and sports clubs;
- Activity days - inter house competitions (creative and academic) to promote teamwork and enhance leadership skills;
- School outings - to enhance specific subjects in the curriculum;
- Residential trips - modern language skills (Yr 7 Normandy French trip). Orienteering and sports activities (Year 8);
- Day visits from outside agencies;
- Thought provoking assemblies;
- The use of specialist teacher/s or visiting artists, authors and musicians;
- A broad, creative curriculum, giving artistic children a chance to thrive;
- Other puzzles and initiatives;
- Maths Fours Teams;
- Athlete Development Programme;
- Advanced Art Club;
- Townsend Warner History Competition.

Monitoring and Evaluation of M A, G & T Provision

The monitoring and evaluating of More Able and Gifted and Talented provision is an ongoing process. Work scrutiny and test results are analysed and any gaps are identified. The Learning Enrichment Co-ordinator meets with the Deputy Head, Academic and evaluation and monitoring arrangements enable us to continually review and seek to improve provision for all M, G and T pupils. Teachers are able to nominate boys to be on the M A, G and T Register and this is reviewed annually: the register is updated annually in the Autumn Term, after baseline assessments.

The following people at SHS co-ordinate, or receive updates on Gifted and Talented pupils:

Deputy Head, Academic, Director of Scholarship and Assessment, Learning Enrichment Co-ordinator and the Head of Younger Years.

Review and Development

During the Autumn Term of each Academic year, SHS will review the current list of More Able, Gifted and Talented pupils in each year group. The Learning Enrichment Team will review and moderate the list and monitor the progress of those on the list carefully (please see the nomination form for More Able, Gifted and Talented as an addendum below)

Transition to Senior Schools

The Head will advise parents on the most appropriate senior school which will meet the needs of their More Able, Gifted and/or Talented child. Gifted and/or Talented children may be selected to join academic scholarship and prepare for scholarship examinations externally, or may be identified in their subject areas to start preparing (for example, in sport, drama, art, music, design).

It is the responsibility of the subject teachers to prepare them and/or provide suitable references endorsing the pupils' suitability to sit the examination/assessment. The Deputy Head, Academic, will liaise with staff members in their various subject areas to inform them about a particularly able child so that their gift of talent can be recognised and nurtured.

Training and Resources

All teachers are required to undertake training and development regularly to ensure a high quality of teaching for pupils. Teachers attend training each year and observe each other in peer lesson observations.

The National Association for Gifted Children (NAGC)

The NAGC has developed ten principles of good practice for schools which SHS aims to fulfil:

- Flexibility in meeting needs.
- Valuing diversity, dealing with underachievement.
- A partnership with pupils and parents.
- The leadership of The Executive Head and SLT in identifying needs.
- Regular observation and review with early and prompt intervention.
- High Teacher expectations.
- Positive attitudes of the teachers who are prepared to go the 'extra mile'.
- Close primary/secondary liaison.
- Good use of resources (external and internal).
- The absence of labels and working towards the child's strengths.

Policy owner: Deputy Head, Academic
Approved: Executive Head
Date of last review: September 2025
Next review: September 2026