



## MANOR HOUSE SCHOOL Educational Provision for Gifted and Talented Pupils Policy Incl EYFS

Date of Issue: **March 2019**

Date of Review: **March 2020**

Responsibility: **Deputy Head of Prep and G and T leader in senior school (Mr Jones)**

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### **Definitions**

Manor House School recognises that some of its pupils may have academic abilities or specific talents, which range well beyond the average, within our school, and have defined the two terms as follows:

#### **Gifted Children:**

Those who possess a high level of academic ability (potentially or demonstrably) in one or more subject area.

#### **Talented Children:**

Those who show an exceptional talent in a particular area. This could be within the school curriculum, but talents such as leadership, creative imagination or highly developed social skills could also be acknowledged.

*The DfEE indicates that 10% of a school cohort should be identified:*

*7% may be defined as Gifted*

*3% may be defined as Talented.*

*Manor House School will use these indications as a starting point for our identification process and the basis for a register of named children.*

## **Aims**

**A love of learning** – To foster the love of learning both within the context of the school curriculum and also for its own sake amongst Gifted and Talented pupils.

**Academic excellence** – To create an environment where Gifted and Talented pupils can have and achieve the highest aspirations and to aim to allow all such pupils to continue exceeding targets across the curriculum.

**Unforgettable experiences** – to provide enrichment to Gifted and Talented pupils through experiences such as academic clubs, workshops, and small-group educational visits.

**Individual challenge** – To first promote the identification of Gifted and Talented Pupils, using a range of methods of assessment/nomination and to provide a rich, challenging and differentiated curriculum, in which Gifted and Talented pupils can work at their own level and pace.

**Happy and healthy** - To consider the well-being of the whole child by offering emotional, social, spiritual and intellectual support

**Creative and collaborative** - To give opportunities, in all curriculum areas to develop talents, creativity and reasoning skills and to work in partnership with home and community.

**Future leaders** – To make Gifted & Talented pupils aware of, and begin developing, some of the skills required to continue excelling in education and employment when they come to leave Manor House.

## **Objectives**

- To ensure Gifted and Talented children are identified early in school life.
- To ensure Gifted and Talented Children are appropriately challenged.
- To identify areas of special ability.
- To match staff skills to develop activities to challenge Gifted and Talented pupils.
- To identify external people/groups who can assist with resources/ideas for extension support for Gifted and Talented Children.

## **Provision**

Manor House School accepts that in order to provide fully for Gifted and Talented pupils the school needs to approach individual needs in a flexible way, taking into account the requirements of the whole child, not just their specific ability or talent. Gifted and Talented pupils do not need “safe” education, therefore, this provision will include some or all of the following strategies:

Staff expertise.

Flexibility of the School organisation ie:

- Setting within year groups
- Older pupils mentoring younger pupils
- Team teaching
- Staff mentoring pupils
- Self-paced learning in specific areas
- Differentiated work

Liaison with other schools in order to access a wider range of facilities, expertise and resources for Gifted and Talented pupils eg Reed's School

Notifying parents of weekend and holiday enrichment courses.

External groups/individuals expertise

Differentiation within classroom planning:

- Consideration of Enrichment, Extension and Thinking Skills
- Consideration of breadth, depth, acceleration, independence and reflection.
- Consideration of objectives for the next year group
- Consideration of homework activities

## **Responsible People**

- Head Mistress- Miss T Fantham
- Governors
- Gifted and Talented Coordinator – Mr T Jones
- Deputy Head of Prep and Gifted and Talented leader in Preps – Mrs H Redward
- Class Teachers
- Parents
- Support Staff

## **Monitoring and Evaluation**

**Senior department** - Monitoring of Gifted and Talented Children will be the responsibility of the class teacher/subject teacher through half-termly assessments. The progress of the identified children will be discussed at half termly evaluation meetings. Half-termly targets will be discussed and recorded on Year action plan and shared with child and their parents.

**Prep department** - Monitoring of Gifted and Talented Children will be the responsibility of the class teacher/subject teacher through half-termly assessments and assessments completed at the beginning and end of each year to monitor progress made. The progress of the identified children will be discussed at termly progress meetings between the Head of Prep and class teacher. Provision will be discussed and recorded on Gifted and Talented register and the class provision map.

## **Success Criteria**

- Gifted & Talented children are challenged by the work or activities set.
- Gifted & Talented children respond to the challenges by achieving at high levels.
- Gifted & Talented children develop critical thinking skills and take greater ownership of both school and home learning.
- The school ethos celebrates success.

## **Parental Involvement**

All parents of children identified as Gifted & Talented will be informed by the Head of Key Stage and invited to discuss any relevant issues as they arise. Within the Prep School, the parents will not be notified.

Any parents requiring additional information or support will have opportunities to meet with the Head of Key Stage, Deputy Head or Headmistress.

## **Resources**

Resources will be developed over time and will include things such as:

- Materials for both staff and children to use
- Useful websites
- Useful contacts
- Assessment & Identification guidance

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