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1. Statement of Policy

- 1.1 This Policy outlines the approach of Windlesham House School (the “School”) to identifying and supporting Gifted and Talented pupils. This includes the identification of such pupils and the provision and opportunities provided for them.
- 1.2 The Policy applies to the whole school including the Early Years Foundation Stage.

2. Introduction

- 2.1 This policy is supported by the schools aim to: “Provide educational excellence through the provision of effective and inspiring teaching, encouraging enthusiasm for learning and enabling each pupil to achieve their potential”
- 2.2 We endorse the NACE (National Association for Able Children in Education) core principles:
- The education of more able learners is a whole-school endeavour to be embraced by all school leaders.
 - Addressing the needs of more able learners will raise achievement for a much wider group of learners in a school.
 - Providing for more able learners is not about labelling, but about creating a curriculum and learning opportunities which allow all children to flourish.
 - Ability can be revealed across a range of specific domains or more generally, and not only in traditional academic subjects.

- An ethos of high expectations and aspirations is a central plank for any school providing for more able learners.
- Teachers are central to providing challenging and enriching education, and their professional development is paramount.
- Ability is a fluid concept: it can be developed through challenge, opportunity and self-belief.

2.3 This policy should be read in conjunction with the following:

- Curriculum Policy
- SEND Policy
- Teaching and Learning Policy

3. Aims

1. To support the abilities, personal qualities and talents of all pupils, ensuring that all receive an education appropriate to their abilities.
2. To provide teaching that makes learning challenging and enjoyable, and grants access to higher order thinking and questioning skills.
3. To aspire to provide an education as rich, challenging and rewarding for the most able as they could get anywhere, recognising that the curriculum is extended for all by realising the needs of the most able.
4. To recognise under-achievement through assessment, dialogue and investigation, and to seek to raise expectations and achievement further through reasonable intervention.
5. To stimulate pupils through curricular and extracurricular activities, providing opportunities to try new things and to enhance existing interests or skills.
6. To employ a wide variety of methods in the identification of potential.
7. To provide forums for staff to discuss GATE, and to access resources and training in order for these aims to be achieved.
8. To maintain an audit of provision across year groups, subjects and extra-curricular activities.
9. To compile a GATE register to be used during the year by teaching staff and peripatetic instructors for the purpose of informing planning, assessment and reporting. The GATE register will be updated throughout the year and reviewed in HoD meetings.

4. Definitions

The School will use the following terminology in its identification, assessment and reporting of GATE:

- Gifted
- More Able
- Talented

4.1 Gifted

'Gifted' pupils are those whose cognitive abilities, processes and problem solving abilities are exceptional. Pupils in this category will be especially able in one or more of the curriculum subjects other than art, DT, music, drama and sport. Their attainment will be in line with the top 4% of pupils nationally and, typically, they will have a mean CAT4 score of >126. As well as having natural ability, they must also exemplify the ACE Habits for Learning.

4.2 More Able

'More able' pupils are those who achieve, or have the ability to achieve, significantly above average compared with the attainment of other students in their year group at Windlesham House in one or more of the curriculum subjects other than art, DT, music, drama and sport. 'More able' pupil will have a mean CAT4 score of 119-126; their attainment in line with the top 11% of pupils nationally. As well as having natural ability, 'more able' pupils should also exemplify the ACE Habits for Learning.

4.3 Talented

'Talented' pupils are those exhibiting exceptional talent in one or more of the following areas: artistic/creative subjects, practical subjects, sport, social/leadership. These pupils are achieving, or have the ability to achieve, a very high standard of performance when assessed against age-grade pupils on a national level.

5. Identification

5.1 Initial identification of Ability

5.1.1 In the first instance, gifted and more able pupils are identified using CAT4, Accelerated Reader and PUMA scores but greater weighting is placed on teacher-based feedback and referral. All teachers can make a GATE referral, drawing upon their professional expertise.

5.1.2 Where a pupil has high CAT4 scores and does not receive a teacher-referral, the GATE coordinator will endeavour to ascertain what barriers, if any, are preventing that pupil's achievement from matching their potential. The GATE register is reviewed termly.

5.2 Classification of Ability

5.2.1 Once a pupil has been identified, teachers will consider their main areas of ability. The following areas have been identified as being the main areas of ability and are based on the Howard Gardner seven intelligences. Category A includes able and gifted pupils and Categories B to E include pupils who are talented.

- (A) Intellectual (academic subjects but particularly aspects of English, mathematics and science)
- (B) Artistic and Creative (art, design, music, drama, textiles)
- (C) Practical (STEAM, DT, computing)
- (D) Sport (PE, sports, dance)
- (E) Social (emotional intelligence, leadership qualities)

5.3 Learning Habits of Gifted, Able and Talented Pupils

5.3.1 According to Renzulli (1986), giftedness is about more than ability; it also involves task commitment and creativity. These traits are prized at Windlesham House and they are promoted through the ACE Learning Habits; active learner, critical thinker and explorer.

5.3.2 Pupils with high task commitment might show the following:

- The capacity for high levels of interest, enthusiasm, fascination and involvement in a particular problem, area of study, or form of human expression.
- The capacity for perseverance, endurance, determination, hard work, and dedicated practice. Setting high standards for one's work; maintaining openness to self- and external criticism; developing an aesthetic sense of taste, quality and excellence about one's own work and the work of others.

5.3.3 Pupils with high creativity might show the following:

- Fluency, flexibility, and originality of thought.
- Openness to experience; receptiveness to that which is new and different (even irrational) in thoughts, actions, and products of oneself and others.
- Curious, speculative, adventurous, and "mentally playful"; willing to take risks in thought and action, even to the point of being uninhibited.
- Sensitivity to detail and aesthetic characteristics of ideas and things.
- Willingness to act on and react to external stimulation and one's own ideas and feelings.

5.4 Gifted, Able and Talented Pupils in the Pre-Prep

5.4.1 Abilities in Pre-Prep are most likely to be accurately recognised through careful observation and record keeping, for example through learning journeys or photo sequences. Some useful approaches to identifying gifts and talents in very young children are found when carers:

- Look for unexpected and surprising responses.
- Look for persistence and precision in play activities.
- Look for the ability of a child to reflect upon experiences in greater depth than the child's peers.
- Look at how children perform in different contexts.
- Look out for children who interpret the clues and codes in the world about them easily – for instance, street signs as well as the written word.
- Look out for children who are curious and motivated to find out information or learn new skills for themselves.

5.4.2 Practitioners should bear in mind that children with particular abilities:

- May sometimes become easily bored and frustrated.
- May not always have well-developed emotional and social skills.
- May prefer the company of adults to other children.

5.4.3 It is also worth noting that pupils may well excel in some of the above areas, but not others.

5.5 SEND Pupils

Inclusion on the GATE register does not preclude a pupil from also being noted on the SEND register, should the pupil have learning differences or disabilities. Class profiles will detail all relevant needs and all teachers will deliver appropriate waves of intervention. Please refer to SEND policy clause 6.5.

6. GATE Provision

The identified pupils are given enrichment whereby the skills and knowledge learned in the standard curriculum are applied in new and challenging contexts with a clear purpose.

7. General Classroom Provision

7.1 All teachers should

- provide suitable challenge and offer extension work that engages and inspires pupils and develops their reasoning skills and developing a deeper level of understanding
- plan tasks that encourage pupils to create, design, investigate and justify in their learning
- provide opportunities for independent work that encourages pupils to take responsibility and make choices in their learning
- promote questioning skills through a classroom 'Wonder Wall'
- celebrate excellence through a classroom 'Wow Wall'

8. Enrichment Opportunities

8.1 Enrichment opportunities are tracked on the Enrichment Register, including:

- School trips and residentials
- Visits from experts to deliver talks and workshops
- National initiatives and inter-school competitions
- Academic clinics and independent study periods
- Extensive co-curricular programme
- Sports coaching and fixtures
- Music and drama practice and performance including in-school competitions
- Holiday camps in areas including sport, drama, computing and cookery

8.2 The register makes clear whether each individual opportunity is open to all pupils, or exclusively to those pupils on the GATE register.

8.3 The Windlesham Sports Academy offers specialist coaching to pupils with a bespoke programme of training. Pupils of all abilities are welcome to apply.

9. GATE Key Dates

September

GATE on the INSET agenda

CAT tests and AR administered and results disseminated to staff for class profiles

GATE on the HoD agenda

Wave 2/3 interventions confirmed with core subject and LED staff

GATE coordinator to update central register

Enrichment opportunities scheduled for the spring term

December

PUMA standardised testing and results disseminated to staff for class profiles

Wave 2/3 interventions for January confirmed with core subject and LED staff

GATE on the HoD agenda

GATE coordinator to update central register

January

Enrichment opportunities scheduled for the summer term

AR administered and results disseminated to staff for class profiles

March

PUMA standardised testing and results disseminated to staff for class profiles
Wave 2/3 interventions for April confirmed with core subject and LED staff
GATE on the HoD agenda
GATE coordinator to update central register

June

GATE Feedback Questionnaire sent to teaching and coaching staff
Enrichment opportunities scheduled for the autumn term

10. Co-ordination and Monitoring

- 10.1 The GATE Coordinator, in conjunction with the Senior Deputy Head and Deputy Head Academic, has overall responsibility for:
- a) Maintaining and reviewing the achievements and progress of all pupils in consultation with teaching staff and peripatetic staff;
 - b) Monitoring the school's provision for pupils identified as being gifted, able or talented
 - c) Evaluating and evidencing the outcomes for pupils
 - d) Updating the GATE register and record of evidence folder
 - e) Ensuring that the professional development programme includes provision for teachers to enhance their understanding of GATE. This may include INSETs or talks from outside speakers and advisors.
- 10.2 Provision is made for the GATE coordinator to speak at minuted staff meetings.
- 10.3 Meetings about individual pupils are held whenever a need is identified by the form teacher, Head of Department, parent or subject teacher. Similarly, meetings are held whenever the GATE coordinator has information to pass on regarding the progress and welfare of the pupil.

11. Monitoring and Review

The School will review and monitor the effectiveness and compliance of this policy. This policy will be kept up-to-date and amended to take account of legislative and regulatory changes.