



BROCKHURST & MARLSTON HOUSE SCHOOLS

Including all of the Pre-Prep Department and Early Years Foundation Stage

GIFTED & TALENTED POLICY

Brockhurst & Marlston House Schools (the School) is committed to providing the best possible care and education to its pupils, and to safeguarding and promoting the welfare of children and young people. This policy is written with that commitment in mind, and in accordance with KCSIE 2024.

Reviewed: September 2024

Next Review: September 2026

Rationale

All children have a right to an education that is appropriately challenging and takes account of individual needs. At Brockhurst and Marlston House we value the individuality of **every** child and acknowledge the importance of helping **every** child to recognise the spectrum of their capabilities in order to fulfil their potential.

At Brockhurst and Marlston House we view intelligence as something that can grow, not something that is fixed. We focus on the idea that children can develop their skills through hard-work and dedication and we strive to give children the confidence to reach their own potential. We have high expectations for all of our students and we believe that children can achieve high performance if we let them believe it is possible.

Brockhurst and Marlston House adopts an inclusive approach to G AND T provision that benefits ALL pupils combined with a more targeted approach to meet the needs of the G and T pupils. Our inclusive approach means that all pupils receive good teaching and learning opportunities within the classroom that allow them to be appropriately stretched, engaged and challenged. Higher order questioning and effective differentiation during lessons are vital to this inclusive approach, benefiting all children.

Whereas we uphold a policy of **inclusion**, where all children are benefitting from a differentiated curriculum, we recognise that to offer all children the **same** opportunity is not to offer them **equality** of opportunity. If we believe that every child matters, then so does every child with high learning potential and their education must also identify, recognise and fulfil their intellectual social and emotional needs and enable them to make the most of their abilities. We address the needs of these children by providing a more targeted approach. The Gifted and Talented co-ordinator organises a series of lessons to challenge and inspire the identified G and T pupils.

If we are not to hamper the development of children of above average ability, it is important that we have a means of identifying such children, nurturing their abilities and encouraging them to reach for the highest level of personal achievement.



This policy outlines the school's practice and procedures relating to developing independent thinking and learning skills of all pupils as well as supporting the needs of G and T pupils.

In order to ensure that policy informs practice, the policy will be presented to the staff and its principles will be discussed at staff meetings, curriculum review and staff induction.

Aims

The policy aims to:

- Provide staff with a definition of what Brockhurst and Marlston House considers to be Gifted and Talented
- Highlight the school's current provision in terms of G and T
- Give staff a number of identification strategies for deciding if a child is G and T as well as some clues to recognising underachievement
- Help staff identify the area or areas that the pupils excel in and the different learning styles the children may perform better under so that appropriately challenging opportunities can be provided for those identified
- Outline the selection process for a child to be added to the G and T Register
- Make staff aware of their responsibilities to stimulate and develop potential and to provide effective challenge and support for all pupils, including the G and T cohort, in the everyday context of the classroom
- Explain how the G and T Register works
- Raise standards of all pupils in the school - having the policy in place aims to lead to more effective teaching, performance, learning and whole school support, improved support for parents and educators and improved competition among pupils
- Inform parents about what it means for their child to be on the G and T register and make sure they know parental support is valued

Definitions

Brockhurst and Marlston House Schools define a gifted and talented pupil as a child who shows exceptional academic ability or sporting, musical or artistic potential.

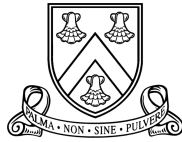
Pupils who perform, or who have the potential to perform at an outstanding level in one or more of the academic subjects are said to be *gifted*.

Pupils who excel, or have the potential to excel, in one or more fields such as; Art, Music, PE or Performing Arts are said to be *talented*.

The Gifted and Talented Co-ordinator organises a targeted G and T class called "Quest Club" for identified children on the register for children in Year 2 to Year 6. Each lesson will provide different challenging tasks and also give the children the intellectual stimulation of working with children of similar ability. From time to time, specialist teachers will be invited to lead a session. Quest Club will take place once a week.

In addition, the school adopts an inclusive approach and children will have the option to participate in activities such as Debating.

Identification Pupils for the Register



The first and obvious need to introduce provision for G and T pupils is to identify those pupils who should receive targeted provision. Identification of the G and T cohort is a very complex process and we recognise that a system incorporating several sources of evidence will be more accurate and fair than one employing just one indicator.

- In house examination results and Assessment
- Teacher appraisal of their students and nomination
- Nomination from outside sources such as music teachers or providers of enrichment activities
- Evidence from pupil work
- Characteristics of G and T pupils - form
- Characteristics of underachieving pupils - form
- Performance tracking
- In addition to the above, teachers also need to be aware of early achievers, late bloomers and underachievers as well as EAL students

Identification needs to be an on-going, whole school process informed by individual subject areas and pastoral info. Teachers are aware that pupils need to be provided with challenging opportunities and a creative learning environment which will reveal their potential. In addition, teachers are reminded that it is not just attainment that is important, but the child's potential to achieve.

Although there may appear to be a proliferation of methods for identifying G and T pupils in Brockhurst and Marlston House, this is seen as a strength rather than a weakness in that it encourages all partners in children's education to be looking out for excellence, thus promoting a positive school ethos that is geared towards success.

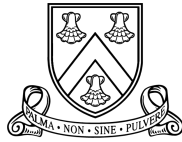
Brockhurst and Marlston House recognises that any identification needs to point towards useful developments and extension of the child's work. Unless a child's abilities are known and carefully assessed he or she cannot possibly receive the programme of work and degree of challenge he or she needs. Brockhurst and Marlston House recognises the importance of identifying G and T students as well identifying what area they are gifted in, so that we can adapt the curriculum to suit their needs and thus prevent any likelihood of them opting out through boredom, frustration and lack of recognition. A child may be gifted and talented in some areas but not others. In addition to providing development opportunities in their specific area of expertise, the teacher may also need to consider providing support in areas the identified G and T child is not as strong in.

Although Brockhurst and Marlston House has a targeted approach to meeting the needs of the identified cohort, our inclusive approach towards G and T provision, means that there is also an emphasis placed on provision of a differentiated curriculum in the classroom benefitting all children.

Different Learning Styles

Teachers also consider if the pupil in their class has a preferred learning style. The implication of this is that teachers are then able to make learning more effective and enjoyable for the children and ensure that attention is given to developing areas of relative weakness. Teachers are aware that the highest achievement for any child will arise when set tasks involve working within the preferred style.

Visual learners will excel in the use of images and visualisation e.g. maps, charts, diagrams, pattern work and art and drawing.



Kinaesthetic learners will achieve more highly when the work involves the possibility of movement, manipulating and touching materials and hands on preferable outdoor activities.

Auditory learners thrive when being required to verbalise problems and logical learners enjoy experimentation and recording, computer programs/games, puzzles, reasoning challenges and nonfiction materials.

Process of Selection

- All staff are able to nominate a child for the Register using the nomination form and sending this to the G and T Co-ordinator.
- Performance data will be scrutinised and those children with a standardised score of over 130 or a reading or spelling age in excess of 2 years above their calendar age, will be considered for the register.
- All teachers are to be informed of children on G and T Register.
- Children in the G and T *Register* will meet as a group with the Gifted and Talented Co-ordinator for a weekly activity lesson called a “Quest Club”. The lessons will include different challenges and they will try to meet the needs of the identified cohort.
- Progress of pupils will be monitored by teaching staff and the Gifted and Talented Co-ordinator. Any issue with any child on the register needs to be raised immediately with the Gifted and Talented Co-ordinator.



The Difference Between a Bright Child and a Gifted Child

Bright Child	Gifted Learner
Knows the answers	Asks the questions
Is interested	Is highly curious
Has good ideas	Has wild silly ideas
Works Hard	Plays around yet tests well
Answers the questions	Discusses in detail, elaborates
Top group	Beyond the group
Listens with interest	Shows strong feelings/opinions
Learns with ease	Already knows
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memorizer	Good guesser
Enjoys straightforward sequential presentation	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical

Responsibility for Co-ordinating and Monitoring Progress

At Brockhurst and Marlston House School, we recognise the necessity for all staff to be involved in identifying, encouraging and providing for the needs of all children including G&T children. G and T is not an add on but an integral part of everyday teaching and learning. However, we also recognise that having named staff members with specific responsibility will ensure that the issue is kept in the forefront of staff consciousness.

The G&T Co-ordinator plays an important role in overseeing the implementation and review of the policy as well as reminding the SLT, teaching staff, non-teaching staff etc. of their responsibilities



The Gifted and Talented Co-ordinator is responsible for:

- Working with colleagues in pastoral and other support roles to ensure that individual intellectual, social and emotional needs of G and T children are met
- Maintaining the G&T register
- Regularly checking nomination slips
- Looking at all evidence to decide whether children are to be added to the register
- Carrying out further assessment where necessary
- Printing out lists of G&T children to display on staffroom notice-board at the beginning of each term
- Reviewing the G&T register at the end of each term
- Ensuring that “talented” children on the G&T register are encouraged to develop their interest and skills. This may be achieved by encouraging such children to participate in present provision e.g. clubs and after-school activities. It may involve referring them towards local provision outside school e.g. local clubs and summer-schools
- Ensuring that the issue is kept in the forefront of staff consciousness
- Helping parents support their child’s learning
- Organising a G and T “Quest Club” for identified cohort

The Gifted and Talented Register

The Gifted and Talented Register is displayed in the staff room.

All Teaching staff and Teaching Assistants may nominate a child for inclusion in the register by writing the child’s name on the appropriate form, filling in the details and adding their signature. Although the class teacher is likely to be the person with best in-school knowledge of an individual child, any teacher may nominate any child. All nominations will be thoroughly reviewed by the Gifted and Talented Co-ordinator. Staff must be aware that nomination does not necessarily lead to inclusion in the register.

The Gifted and Talented Co-ordinator reviews the register with each class teacher at the end of the each term to determine whether it is appropriate to remove or amend entries. It is acknowledged that some children may have been nominated inappropriately for a variety of reasons and may subsequently not meet expectations. However, it is also worth remembering that these children may have been subsequently deprived of opportunity to develop or demonstrate their particular talent – a situation which will need to be redressed.

Review of Policy

The policy will be reviewed annually after it has been in place for one year to ensure that it continues to meet the identified needs of the school and its pupils. The review process will take into consideration any feedback from parents and teaching staff and this will inform future changes to the policy.

Useful websites

www.nagcbrtain.org.uk (National Association for Gifted Children in Great Britain)

www.nagty.ac.uk (National Academy for Gifted and Talented Youth)

www.thinkingclassroom.co.uk



Breadth of Opportunity at Brockhurst and Marlston House School

At Brockhurst and Marlston House we recognise that every child is entitled to be challenged. Challenge is built into the curriculum so that pupils are given tasks which enrich their learning, opportunities which really stretch and extend them and the chance to explore concepts in depth.

Higher-order questioning is also used to challenge G and T learners and help them to develop creative and reflective thinking habits associated with the application, analysis and synthesis and evaluation of that knowledge. G and T children are encouraged to move ahead at an appropriate rate and become independent learners, working problems out by themselves. In addition, all children are encouraged to evaluate their work and become self-critical and to take responsibility for organising aspects of their own work.

Differentiation plays a very important part in our teaching. If a child finishes their work, teachers offer extension activities. Teachers use feedback and marking to indicate next steps, where necessary.

Teachers endeavour to provide a classroom that is conducive to learning so that children feel at ease in displaying their ability. Teachers are aware of the need to provide a learning environment in which these exceptional children have opportunity to show their talents.

All pupils know they are valued and cared for. Teachers know their children and try to encourage them to develop their own special gifts and abilities and encourage them to express any special talents they might possess such as drama and music visual arts. This is evident from Reception where children have the opportunity to talk to their classmates in Show and Tell.

Teachers are aware that pupils need to be provided with challenging opportunities and a creative learning environment which will reveal their potential. With this in mind, the school offers a broad range of activities to meet the needs of all pupils in the school.

The Gifted and Talented Co-ordinator organises a targeted G and T class called "Quest Club" for identified children on the register for children. Each lesson will provide different challenging tasks and also give the children the intellectual stimulation of working with children of similar ability. From time to time, specialist teachers will be invited to lead a session. Quest Club will take place once a week.

In addition, the school adopts an inclusive approach and older children will have the option to participate in activities such as Debating are offered.

For pupils that are talented in Music, there is a team of peripatetic teachers who give regular lessons that can lead to formal examinations and concerts at school as well as individual performances in assemblies. Children attend local festivals such as Woodley and the Royal College and many compete internationally. We also have school choirs, a swing band and a school orchestra.

Children with talents in Art and Design are guided by their teachers and sometimes work on specific tasks during lunch hours and attend Artist Workshops. Their work is displayed around the school.



The annual School Production provides an opportunity for those pupils who are interested in Drama to develop their dramatic and teamwork skills and to develop their nerve and resilience. Children in Ridge House perform in the Nativity Play. All children learn and recite a poem as part of the Declamations. The Grand Final is held in the Great Hall and parents are invited to watch their children perform. Children also have the opportunity to complete LAMDA awards. We also enter the annual French Play competition held locally, where a small group of children learn and perform a play in French.

Pupils are given a wide variety of opportunities to enrich their education. There are trips and visits from poets, writers, artists and actors and other experts provide inspiration to all the children, including those with identified gifts or talents e.g. Ed Wicke performed the story he had written to all the children. We also hold a termly Expedition Day where on one day a term, the whole school leave the premises and visit places such as HMS Victory, Winchester Science Museum, The River and Rowing Museum and The Roman Baths. We also host events for the children such as Brockwart's Weekend, where the children make potions and the whole school is turned into Hogwarts. On Friday evenings, we offer a General Studies programme to the children, where a diverse range of visitors come into school to share their experiences with the children.

Being a gifted or talented learner does not necessarily mean being a motivated learner. Similarly very able children may be highly motivated in areas of interest to them, but poorly motivated in areas prescribed by teachers or parents. For a child that lacks motivation, self-esteem could well be the key to developing self-confidence and self-motivation. Tutor periods, in conjunction with daily assemblies promote the provision for developing emotional, social and intellectual development. Children are given opportunities to speak in assembly. All of these give rise to public speaking and a demonstration of interpersonal skills as well as performance. They are especially significant for our G and T pupils whose talents lie in the area of leadership or emotional intelligence or for our talented pupils whose skills can be shared in a performance as their self-esteem can be enhanced as they gain the acknowledgement of the school community.

For pupils who show qualities of leadership or empathy, the school offers positions of responsibility by appointing Prefects, House Captains and Positions of Responsibility, such as Librarians. Each Form selects a representative for the School Council. They are required to represent the views of their form to both adults and children of varying ages and therefore need a well-developed emotional intelligence.

Those who are talented in sport often take part in matches that are arranged against other schools in the area. Usually, these are for team sports such as football, netball, rugby, rounders' and cricket teams but there are also opportunities for those with riding, swimming and athletic ability. We also select children and send them on tours, such as the recent rugby and hockey tour to Northern Ireland. We also send children to participate in national competitions such as IAPS. Those who have exceptional and outstanding ability are encouraged to take their sport to the next level and are supported. They are encouraged to play for their local first team and from there; they have the opportunity to get chosen for the county team. For children who are boarding at the school, the school will step in and arrange transport to local sports clubs, if parents are unable to transport their child.

For those children whose passion lies in cooking, we hold a Masterchef Competition, where children have to devise and cook a three course meal. We also hold an annual gardening competition.



Successes are celebrated in assemblies with pupils giving match reports and via the school website.

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