



REDMAIDS' HIGH SCHOOL

FOR GIRLS | BRISTOL

JUNIOR SCHOOL

IDENTIFYING AND PROVIDING FOR MORE ABLE CHILDREN JUNIOR SCHOOL

Background

RHJS is a selective school, most children being of national average or above average ability. The selection process includes at least two nationally standardised tests in non-verbal reasoning and mathematics for all prospective pupils.

Annual InCAS (CEM, University of Durham) testing is used to benchmark and track pupils' academic progress through the school from Y3, and adds to the evidence from teacher observations and other less formal testing. A standard score of 125 indicates a ranking within the top 5% of the national population; many of our pupils score within this range and our classroom teaching reflects this. For the purposes of identifying the most able pupils within our school population, we note all those scoring at least 125 in the standardised tests for Reading, Mathematics and Developed Ability. Within this group we further identify those pupils scoring at least 130 (that is, within the top 2% nationally), those scoring at least 135 (the top 1%), and the smaller subset of pupils scoring exceptionally high in these tests, that is, 140 or above, which comprises the top 0.4% of the national population. Pupils with scores of at least 135 can be described as academically gifted.

Note is also made of pupils who show evidence of being More Able or Gifted in academic subjects not tested by InCAS, for example writing, science or languages.

Talented pupils comprise those with ability in the wider curriculum areas (see Definitions, below).

Teacher expectations are high for all children and there are differentiated tasks in many lessons, but it is felt that if we are to fulfil the school's aims for all our children then some special provision should be made for our most highly-achieving children, both those with exceptional academic ability and those with precocious talent in any area.

Purpose

- To fulfil the school aim that we recognise each child's individuality within the context of high and consistent expectations (see policy document on The Aims of RHJS)
- To identify More Able, Gifted and Talented children quickly and positively in the school
- For staff to feel confident about working with exceptionally able children

Definitions

Much has been written about how to identify more able, gifted and talented children and staff recognise that exceptional ability can be considered in a number of different areas:

- general intellectual ability
- specific academic ability (e.g. in mathematics)
- creative thinking (unconventional responses to conventional tasks)

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- leadership and social awareness ability
- emotional intelligence
- visual and performing arts ability (e.g. drawing, music, drama)
- physical ability (e.g. mechanical skills, athletic ability)

For the purposes of RHJS we will adopt the following broad definitions of Academically More Able or Gifted, and of Talent in wider areas:

Academically More Able pupils: those identified by class and subject teachers as performing ahead of most of their peers in core curriculum subjects, and/or scoring at least 125 in the standardised InCAS tests. These will also include pupils who show the *potential* to achieve very highly but whose formal scores may not as yet reflect this.

Academically Gifted pupils: those exceptionally able pupils, identified by class and subject teachers as far ahead of their peers, who score at least 135 in the InCAS tests, and who may require educational provision outside our normal range of delivery.

Talented pupils: those identified by subject staff in wider curriculum areas such as art, music, drama, PE and IT as performing substantially ahead of their peers, and, where applicable, achieving precocious success in the relevant exams, competitions or sports teams. Evidence from out of school achievements provided by parents is also relevant in identifying these pupils. This category may also include pupils with advanced emotional or social awareness or interpersonal abilities.

Practice

The identification of these three types of pupil is the responsibility of all the staff who are in contact with them:

1. Class and subject teachers propose names of pupils to be added to three lists, according to the definitions of More Able, Gifted and Talented pupils above
2. Evidence from InCAS scores and other attainment tests for More Able or Gifted pupils, and from music and drama exams, competitions, sports teams and parental information about out-of-school achievements for Talented pupils, is collated by the Learning Enhancement Teacher
3. Staff make a joint decision based on all the evidence, resulting in a register comprising lists of More Able, Gifted and Talented pupils
4. This process is formally carried out by November each year, although individual pupils may be considered for addition or removal from the registers at any time.

Provision for Academically More Able Children

1. These pupils should be able to be catered for within the differentiated provision normally provided at RHJS
2. However, where appropriate, extension and enrichment materials will be given in class, and pupils will be individually considered for participation in extra events, challenges, competitions or courses etc.
3. Intellectual challenge for these pupils must be through the quality of work rather than the quantity
4. Self-initiated and self-directed learning can be given to the exceptionally able child

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to develop their knowledge

Provision for Academically Gifted Children

As above, with the addition of:

1. These pupils *may* need a specially planned programme of work rather than that normally provided
2. This will be agreed via an IEP which recognises a pupil's particular needs, and entered on the Special Educational Needs register, to be reviewed every 6 months.

Provision for Talented Children

In the case of Talented pupils, subject and specialist staff have particular responsibility for proposing pupils for participation in extra-curricular events, competitions, tournaments etc.

Monitoring

The progress of More Able, Gifted and Talented children in the school is monitored through the Special Needs Register and by the Headteacher and SENCo. The school remains open to develop new initiatives to support these children.

Lisa Brown/Grace Wakelin/Gilly Rowcliffe Reviewed June 2021
Review May 2022