

## KING EDWARD'S SCHOOL POLICY DOCUMENT

**Title: Policy for Able, Gifted and Talented Provision**

Policy Category Academic (Senior School)

Status Approved

Approved by SMT

Current Author ABS

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Frequency of Review 3 Years

Date of Next Review October 2027

Application Senior

Staff Responsibility Deputy Head (Academic)

## **A. Ethos**

The stated aims of King Edward's School already refer to our provision "for talented children [able, gifted and talented in this context] from a variety of backgrounds, in which each individual is encouraged to strive for excellence" and our ambition "to enable each pupil to fulfil his or her own personal academic, sporting, creative and cultural potential". In line with wider national policy, able, gifted and talented pupils also need to be considered as a particular group within our intake. They are defined by the Department for Education as those pupils who have a particular aptitude in one or several areas and "who are achieving, or who have the potential to achieve, at a level substantially beyond the rest of their peer group."

## **B. Context**

King Edward's is a selective school and already does much to serve the interests of able, gifted, and talented pupils. We have identified these informally through elements such as:

- internal tracking data
- the awarding of and nominating for academic prizes, and Scholars and Exhibitioners in Year 12
- sporting, music and drama awards and colours
- the recognition of extra-curricular achievement in assemblies.

We identify who the most able, gifted and talented pupils are and have sought to encourage them, along with all pupils, to achieve.

## **C. Definitions**

In the context of the intake at King Edward's Senior School, we define each category as follows:

- able pupils are those who have a high level of ability across a wide range of subjects and are identified as approximately the top 15% of each year group. One cohort of able pupils could be more or less able than another, but as the overall definition is in relation to their peer group, using a percentage as a measure is still sound. The figure of 15% should not be applied so rigidly that it creates an artificial division between otherwise equally able pupils.
- gifted pupils are those with a particular aptitude in an individual, academic subject. They might also be on the register of able pupils, but not necessarily so. There is no automatic expectation that all pupils defined as able will also be gifted in any or every subject they take. Gifted pupils are likely to be in the top 15% of each subject's cohort, but Departments should not apply this guideline so rigidly that they exclude pupils who clearly exhibit a high level of ability in accordance with the determining factors listed in section D. Equally, professional judgement should be exercised to ensure that pupils are not added to the list simply to make up the numbers
- talented pupils are those who excel in the creative, practical or sporting subjects, both within the timetable or, in line with the school aims, beyond it. Otherwise, the same points apply as for gifted pupils.

## D. Procedure and process

Each department is expected to draw up a list of its gifted/talented pupils for each year group. The Senior School list of able pupils is drawn up by the Deputy Head (Academic). All lists are subject to review, at least annually, and pupils might join or leave the various lists as is appropriate. It is important to appreciate that pupils' own interests and enthusiasms change as they progress through their education and that can be reflected in their ability relative to their peer group. It is vital that the needs of each child are accurately reflected and therefore inclusion on the register is flexible. Inclusion on or withdrawal from one register does not automatically influence another register.

Factors to consider when determining whether pupils are to be included on a register are not fixed and each department will make its own decisions as to which factors are most likely to indicate a gift or talent. Likely factors are:

- examination and test results
- performance in lessons and homework
- interest and the questions the pupil asks
- performance in competitions, fixtures or extra-curricular activities
- fulfillment and achievement of an individual goal
- display of interest and understanding or abstract reasoning beyond their age
- sharing their knowledge and understanding openly and confidently with peers or younger pupils.

It is important to remember that it is the pupil's ability that is being measured and not their actual performance. An able, gifted or talented pupil might not be performing to their full potential but can still warrant inclusion on the register. Indeed, it is possible that inclusion might give the focus to their performance that is needed to achieve their potential.

Departments are also expected to identify and provide opportunities for the support of able, gifted and talented pupils. These are likely to include:

- activities and topics in the schemes of work
- examples of higher-level questioning
- opportunities to develop and extend higher level thinking skills, abstract reasoning or problem solving
- opportunities to practice their talent through interaction with older pupils who demonstrate a similar level of ability
- leadership opportunities
- enrichment opportunities
- links with external organisations serving elite talent
- lectures and talks by external experts
- further qualifications
- assigning individual challenges

It is important that such pupils are not simply given more of the same work but are guided towards additional relevant challenges. For many subjects, the open nature of tasks makes it easier to stretch these pupils and seek a higher level of response or performance using the same tasks given to their peers.