



ABLE, GIFTED AND TALENTED POLICY

(Updated Summer 2024)

Nisi Dominus Frustra - Without the Lord, everything is in vain

MISSION STATEMENT

- * A Rose Hill School child's learning experience is one of aspiration, adventure, and achievement in a nurturing, caring school.

AIMS

Working with **integrity** your child will:

- * Be inspired to develop **confidence** to thrive in all areas of our rich curriculum.
- * Foster the skills and talents which enable them to **organise** their learning and plan to achieve success.
- * Demonstrate **persistence** to flourish in the face of challenge.
- * Show **resilience** and learn from difficult situations.
- * **Get along** with others, work collaboratively and accept everyone.

AIM

To provide a curriculum and an environment that enables each child to reach for the highest level of personal achievement.

DEFINITION

At Rose Hill School, we believe that every child is gifted and talented in their own way. Instead of identifying the top 5-10% of pupils in certain subject areas, we use Gardner's (1983) Theory of Multiple Intelligences to recognise up to eight types of intelligence in all of our pupils:

- Inter-personal
- Intra-personal
- Linguistic
- Logical-mathematical
- Naturalist
- Spatial
- Kinaesthetic
- Musical

IDENTIFICATION

A variety of methods are used. Data taken into account will include:

- On-going teacher observation and assessment
- Background knowledge of pupil
- Standardised test results
- Evidence from parents

Some intelligences lend themselves to specific subject areas and Heads of Department are responsible for supporting pupils whose intelligences can be nurtured within their subject:

- Linguistic (English, French, Latin, History)
- Logical-mathematical (Maths, Science, DT, ICT)
- Naturalist (Science, Geography)
- Spatial (Art, DT, ICT)
- Kinaesthetic (Dance, PE, Games)
- Musical (Music)
- Inter-personal (Form Tutors, Heads of Area, Drama)
- Intra-personal (Form Tutors, Heads of Area, RS, History, English)



PROVISION FOR THE INTELLIGENCES

At Rose Hill we:

- Have an ethos where it is 'all right to be bright'
- Have a curriculum which goes beyond the requirements of national standards.
- Encourage all pupils to be independent learners
- Recognise achievement
- Provide a wide range of extracurricular activities and clubs
- Provide work at an appropriate level
- Employ subject specialist staff
- Maintain a policy of small class sizes
- Upper School Awards for academics, music, sport, art STEM and drama with an accompanying programme of support through the Enrichment curriculum

We anticipate that most of the intelligences identified will be catered for in the ordinary classroom setting or through co-curricular provision. We do not see 'acceleration' of any pupil through the school as appropriate.

Provision in the Classroom

- Achievement is recognised and celebrated (house points; postcards; 5 keys and the integrity keyring; newsletter; school magazine)
- Teachers have high expectations and excellent subject knowledge
- Tasks take account of levels of existing knowledge, skills and understanding
- Extension opportunities or open-ended tasks are planned
- Access to higher tier assessment papers is available in Common Entrance (*and through Scholarship*)
- Setting in Maths & English occurs from Year 3
- Individual attention is facilitated by small class size

Provision in the School

- A wide range of lunchtime and after school clubs and activities is available
- Opportunities for performance in productions, presentations and assemblies
- Opportunities for leadership and responsibility
- Specialist teaching
- National Competitions – academic, creative and sporting
- Local Festivals
- Balanced curriculum which values all subjects
- Competitive sports programme

ROLES AND RESPONSIBILITIES

The Assistant Head (Academic) is the co-ordinator for Intelligences and will:

- Maintain and review a list of pupils in consultation with other staff
- Monitor the school's provision for these pupils
- Monitor the progress of identified pupils through annual review
- Ensure that the staff INSET programme includes relevant aspects

Heads of Department are responsible for developing schemes of work, overseeing the provision in their subject and liaising with the Assistant Head (Academic). This includes the provision for scholarship entrance to secondary schools. Awards for academic, sport and creative arts are regularly achieved.

Class/Subject Teachers record individual achievements and examples of best work.

Class/Subject Teachers maintain regular contact with pupils and liaise with each other daily.



Form Tutors/Class Teachers/Subject Teachers provide regular written reports and assessments and a programme of parent consultation evenings involving parents closely in their child's progress.

EVALUATION

The Assistant Head (academic) will review this policy at least every 3 years in conjunction with the Management Team.

Links to other policies

This policy applies to all members of our school community, including those in our EYFS, Pre-Prep and Prep setting. Rose Hill School is fully committed to ensuring that the application of this Able, Gifted and Talented policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document. Rose Hill School seeks to implement this policy through adherence to the procedures set out in the rest of this document. This document is available to all interested parties on the website and on request from the Assistant Head (Academic), and should be read in conjunction with the following documents: SEND, Curriculum, Teaching and Learning Policies.

Reviewed by Emma Neville, Summer 2024