



BURGESS HILL
— PREP —

More able and talented policy EYFS and Prep

2g(i)

Responsible for Initiating Review of Policy	Prep school - Head
Committee to Review	SLT
Last Review Date	August 2022
Review Period	Annual
Approved by (Committee and Date)	SLT August 2022
Approved by Board of Governors	JEC
Effective Date of Policy	September 2022
Next Review Date	August 2023
Related Policies	2a(i) Curriculum Policy Statement – EYFS and Prep 2c(i) & 2d(i) Curriculum Synopsis – EYFS and Prep 2g SEND Policy – EYFS and Prep 4a(i) Assessment Recording and Reporting Policy – EYFS and Prep 7k Mental Health and Wellbeing Policy 15a Admissions Policy 17a Equal Opportunities Policy Policy Statement on Admission

Principles

- All pupils at Burgess Hill Girls Prep School are entitled to an education that will enable them to develop their full potential.
- Central to the school's ethos is a declared intention to cater for the needs of the individual and to nurture their skills and talents whatever they may be.
- Providing for more able learners is not about labelling, but about creating a curriculum and learning opportunities which allow all pupils to flourish.
- Ability can be revealed across a range of specific domains or more generally, and not only in traditional academic subjects.
- A culture of high expectations and aspirations is part of Burgess Hill Girls' Prep School ethos.
- Teachers provide a challenging and enriching education, and their professional development is important.
- Ability is a fluid concept: it can be developed through challenge, opportunity and self-belief.

All pupils have individual needs and indeed individual talents and strengths, making personalised learning a priority in our teaching and learning. We recognise that the ability range of our pupils is not as wide as that of the national population and that our pupils of average ability benefit from the opportunity to work alongside more able pupils in relatively small teaching groups.

Aims

Our main aim is to make the best provision for more able and talented pupils within every subject area. We aim to create a stimulating learning environment inside and outside of the classroom to ensure that more able and talented pupils have multiple opportunities to fulfil their potential and maximise their progress. This is achieved by offering activities that extend and enrich their learning and promote high attainment and excellent progress.

The Burgess Hill Girls Ability Profile

National benchmarking data for target-setting and monitoring student progress is generated from GL Assessment's CAT4 baseline tests for pupils on admission. The assessment allows us to look at the academic potential of each pupil not just their attainment. This assessment is repeated in years 3 and 5 for all pupils and is analysed by class teachers. A meeting is held at the beginning of the academic year with class teachers, the Head and the Deputy Head to discuss this data analysis and the plan that the class teacher has put in place for all pupils included those who are more able.

We also recognise that CAT4 testing provides data on academic potential but that there are many other ways which girls may show exceptionalism such as through sport and the creative arts both within and beyond school. These may be identified and shared with the school by pupils or their families and this allows their abilities to be recognised, supported and enhanced through the school provision.

Definition

- This policy covers those identified as more able and talented (MAT). It includes by definition those awarded an academic or creative scholarship.
- More able pupils are defined as those who show particular aptitude for a subject and will benefit from differentiation and extension.
- Talented pupils are defined as those who have developed their natural abilities to a high level, showing particular strength and skill in art, drama, music and sport.

Implementation and Tracking:

- Teachers develop, as part of their normal planning, differentiated activities for MAT pupils and set targets as required.
- Sticker targets are created for all pupils using SMART targets that will stretch and challenge as appropriate.

All teachers should aim to provide more able and talented pupils with:

- challenging lessons;
- challenging questions;
- differentiated tasks/questions;
- extension work;
- extension questions;
- extra support through individual discussions or interventions;
- plenty of praise and feedback (a lot of more able pupils will be perfectionists and often feel that their work is not good enough);
- independent learning opportunities;