



BELLEVUE EDUCATION

Policy for Provision for Able, Gifted and Talented Pupils

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Front Page

Claire Knights, Director of Studies, is responsible for managing and overseeing The Oratory Prep School's provision for pupils who are gifted and/or talented, alongside the SENCO, Jess Russell. Please note that Jess Russell is not a member of the Senior Leadership Team (SLT), while Claire Knights serves as the advocate on the SLT.

Contact Details:

Claire Knights - c.knights@oratoryprep.co.uk

Jess Russell - j.russell@oratoryprep.co.uk

The Oratory Prep School believes that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood. At The Oratory Prep School, every teacher is responsible for every child or young person, including those with Special Educational Needs (SEN).

School Setting

The Oratory Prep School is a co-educational, non-selective independent preparatory school for pupils aged 2 to 13 years.

For the remainder of this policy, pupils identified as able or gifted and talented will be referred to as "More Able."

Beliefs and Values about More Able Children

At The Oratory Prep School, we recognise that all pupils are individuals with their own strengths, weaknesses, gifts, and talents. Within this range of individuality, there are pupils who are more able than others and those who are particularly talented in specific areas.

Every child has the right to be included in a broad, balanced, and relevant curriculum. We believe that each pupil is entitled to an education that challenges, motivates, and rewards them, allowing them to fulfill their individual potential.

Aims

This policy aims to ensure we can provide:

- An appropriate education for each individual.
- Opportunities for pupils to work at levels higher than their peers.
- Opportunities to develop specific skills or talents.
- A broader, richer curriculum experience.
- Support and care for the whole child—socially, emotionally, and intellectually.

Objectives

- To identify and provide for More Able pupils.
- To operate a whole-school approach to the management and provision of support for More Able pupils, specifically via the Discovery Programme.
- To implement a scholarship scheme for More Able pupils in Year 7 and Year 8
- To provide a Co-ordinator (Claire Knights, Director of Studies) who will oversee the More Able Policy.
- To offer support and advice for all staff working with More Able pupils.

Definition

The More Able child is usually defined as being in the top 5% of the school's population, regardless of the school's ability profile. Each child is unique, and any single definition is likely to be misleading. This policy generally addresses three groups of pupils:

- The gifted child, likely to be among a minority of pupils performing at least 3-4 terms ahead of National Expectations.
- The talented child, who may exhibit specific abilities in areas such as Art, Music, P.E., etc.
- The most able child, performing consistently above the level of their most able peers in one or more subjects.

Identification

A gifted and talented register provides a basis for the provision for More Able pupils. The following criteria indicate that The Oratory Prep School welcomes the potential of these pupils and can identify ability in several ways:

- Test results from CAT4, NGRT, PTE, and PTM, along with formative class assessments, where pupils attain a standardised score of 125 or higher in any given area during the academic year of testing.
- Samples of work demonstrating consistently outstanding performance in one or more subjects.
- Parental nomination: This may reveal high achievement in out-of-school activities, such as elite chess competitions.

In English and Mathematics, More Able pupils typically exhibit:

- Creativity and originality, working in new and imaginative ways.
- The ability to make connections between different concepts learned, recognizing patterns and applying these to new contexts.
- Independence and perseverance, demonstrating initiative and persistence in completing tasks or pursuing lines of inquiry.
- A capacity to learn and understand new ideas and working methods quickly.
- Strong communication skills, expressing ideas succinctly and justifying their reasoning, while effectively using language that reflects an appreciation of their audience's knowledge and interests.
- The ability to tackle demanding tasks, researching and synthesising information from various sources, including technology.
- Skills in debate and reasoning, creating and sustaining reasoned arguments in both speech and writing.

Whole School Approach to G&T Support

The Oratory Prep School adopts a whole-school approach to supporting More Able pupils through assessing, planning, delivering, reviewing, and recording information to ensure that all pupils achieve their potential and are appropriately challenged. The school has devised its own programme to cater to More Able pupils.

For those pupils in Year 6 and below, teachers monitor their progress providing stretch opportunities to extend their thinking creating opportunities for challenge, ownership and dialogue to boost engagement. In addition, the creation of 'The Pit' which runs from 5pm -

Bellevue Education. Policy for Provision for Able, Gifted and Talented Pupils 6pm for pupils in Year 3 - 6 on designated nights. This has been designed to further enhance their thinking skills and challenge their ability to use and apply multiple skill sets in order to gain success.

In Reception and Year 1, More Able pupils are provided with opportunities to extend their learning within the classroom setting through a range of extension tasks and targeted questioning. They are encouraged to extend their learning during child-initiated play-based activities.

The scholarship scheme is designed for pupils in Year 7 and Year 8. A timetable is created for More Able pupils seeking scholarships at future schools, with relevant Heads of Faculty (HoF) offering extra tuition each week to extend and challenge the pupils' learning. In addition, those within the scholarship group will have guest speaker sessions which will allow them to understand the pressures and how to balance the extra-curricular opportunities presented to themselves against maintaining their academics.

Analysis of Needs

Ongoing processes of formative and summative assessment are integral to the teaching and learning process at The Oratory Prep School, providing useful information to the pupil, the teacher, and the parents. Assessment demonstrates what has been learned, identifies successes, and highlights the next learning stages. It also offers valuable insights into how the curriculum can be suitably adapted and which methodologies should be adopted to meet individual needs.

Monitoring and Evaluation and Success

The Senior Management Team (SMT), the SENCO, and teaching staff will review this policy bi-annually and evaluate the impact of provision on the attainment and well-being of individuals.

Examples include:

- Comparing baseline data with data collected at assessment points.
- Reviewing pupils' progress in relation to the targets set.
- Considering other factors that may have affected progress.
- Analysing the effectiveness of educational professionals and parents working in partnership.
- Noticing changes in the total number of Most Able pupils.
- Ensuring that Most Able pupils have access to the full curriculum.
- Planning, reviewing, and evaluating provision for each pupil regularly.
- Ensuring effective deployment of resources to meet the needs of all pupils.
- Gathering pupil feedback and reflections on individual learning experiences.
- Considering parent feedback on their child's learning journey.

Supporting Pupils and Families

At all stages of this process, the school keeps parents fully informed and involved. We encourage parents to contribute actively to their pupil's education and hold regular meetings to share progress. A record is maintained of all communications with parents, and all notes and action plans from these meetings are kept securely to maintain confidentiality. All discussions are handled confidentially and sensitively. In partnership with parents, pupils are encouraged to contribute to assessing their needs, reviewing progress, and transitioning processes.

Training

To maintain and develop the quality of teaching and provision that responds to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undergo induction when taking up a post, which includes a meeting with the SENCO to explain the systems and structures around the school's provision for More Able pupils and to discuss the needs of individual pupils. The school's SENCO regularly attends Bellevue SENCO network meetings to stay updated on local and national developments in More Able provision.

Responsibilities

Claire Knights is the Most Able, Gifted, and Talented Coordinator. Responsibilities include:

- Compiling and managing the gifted and talented register.
- Overseeing the day-to-day operation of the school's gifted and talented and higher ability policy.
- Coordinating provision for More Able pupils.
- Overseeing records for More Able pupils.
- Supporting and advising teachers in planning appropriate programmes of work.
- Ensuring that planning is differentiated and considers the individual needs of More Able pupils.
- Reading, summarising, and disseminating information regarding educational reports.
- Liaising with the named coordinator for early years and secondary educational establishments to discuss transition.
- Advising, liaising with, and managing the deployment of Learning Support Assistants (LSAs).
- Screening visiting pupils, reviewing the identification procedure, monitoring progress, and maintaining records.
- Liaising with external providers.
- Identifying, ordering, and utilising resources available from other agencies.

- Contributing to the development of curriculum policies to ensure that provision for More Able pupils is considered.
- Monitoring progress and providing additional support to More Able pupils working in class.
- Continuing professional development (CPD).
- Liaising with and advising parents of More Able pupils.
- In consultation with the SMT, reviewing the quality of teaching, including supporting teachers' understanding of strategies to identify and support More Able pupils through appropriate training.

Storage and Management of Information

The school will continue to use a system of data tracking to record the steps taken to meet the needs of individual pupils. The G&T Coordinator is responsible for ensuring that records are kept and are available when needed in a shared folder. These records can be shared with parents upon request.

All staff members have access to individual information via the school system.

Accessibility

Learning activities are differentiated by:

- Taking into account individual learning styles (audio, visual, and kinaesthetic).
- Varying tasks to make them more demanding, challenging, or stimulating.
- Setting open-ended tasks to allow pupils to perform at a higher level by outcome.
- Providing adult/specialist support to develop skills and talents.
- Offering further extension and/or enrichment activities for those who complete tasks.
- Posing a range of open-ended questions.
- Grouping by ability.
- Providing differentiated homework activities at a more challenging level when appropriate.

At The Oratory Prep School, pupils are set by ability in English (Years 6-8), Maths (Years 3-8), Science, and French (Years 7-8) to ensure subjects are taught at an appropriate level.

Differentiation may still be used within a set, based on individual needs.

Development of Thinking Skills

The following thinking skills are particularly important for supporting More Able pupils, helping them consider the 'how' of learning, rather than just the 'what,' thereby fostering a questioning and critical mindset. Teachers aim to incorporate activities that encourage these skills into everyday lessons. The following higher-order thinking skills are acknowledged at The Oratory Prep School:

- Reasoning
- Inquiry
- Creative thinking
- Evaluation
- Information processing
- Questioning

Support Services and External Providers

Support services are welcomed to assist a More Able child if the child:

- Continues to make significant progress in specific areas over a long period.
- Continues working at national curriculum levels substantially above those expected of pupils of a similar age.
- Continues to excel in English and Mathematics.
- Faces emotional or behavioural difficulties that regularly and substantially interfere with their own learning or that of the class group.
- Experiences ongoing communication or interaction difficulties that impede the development of social relationships and create significant barriers to learning.
- Parents have specialist knowledge.

Extra Curricular Activity

The Oratory Prep School offers a variety of extra-curricular activities that provide opportunities for More Able pupils to develop specific skills for example the creation of 'The Pit' in Michaelmas 2025

Reviewing the Policy

This policy was created in September 2024.

Reviewed by C Knights August 2025

It will be reviewed in September 2026.

Procedures for Resolving Complaints about Provision for More Able Pupils

This follows the school complaints procedure.

[Copy of The OPS - 33a Bellevue Complaints Procedure](#)

Bullying

At The Oratory Prep, steps are taken to ensure and mitigate the risk of bullying of More Able learners. Inclusive practices underpin all teaching and learning, and diversity is celebrated. (See Bullying Policy in appendix 4).

Signed: C Knights

Date: 28/08/25

Appendix 1: Complaints Policy

[Copy of The OPS - 33a Bellevue Complaints Procedure](#)

Appendix 2: Anti- Bullying Policy

[The OPS - 10a Bellevue Anti-Bullying Policy](#)