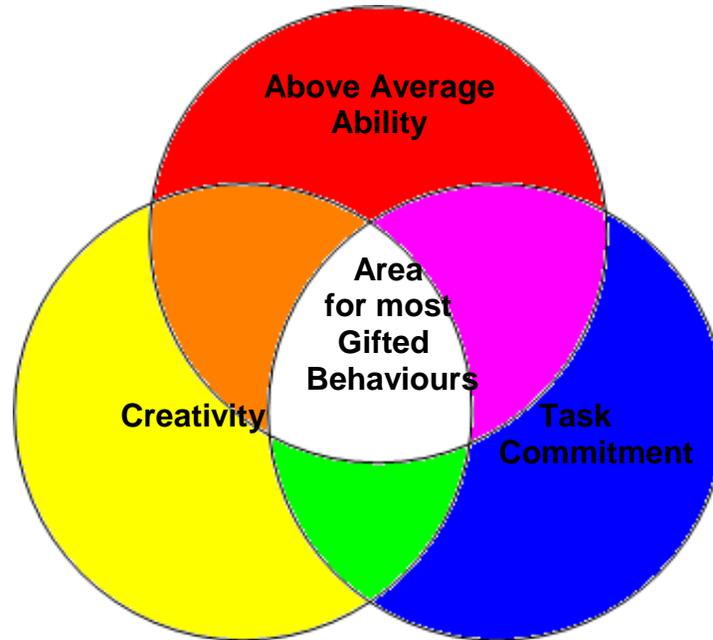


1. What? Ability, Gifts and Talents

At Marlborough School, we accept Joseph Renzulli's view that the most gifted behaviours are dependant upon a balance of ability, creativity and commitment (see Renzulli's *Three-Ring Conception of Giftedness* annex for summary):



Renzulli believes *school-wide enrichment* activities should give all students the chance to discover their interests, gifts and talents. We believe his model provides teachers with a framework for the creation of both insightful and challenging educational opportunities especially for able pupils and, particularly when considered alongside Howard Gardner's theory of *Multiple Intelligences*: Verbal-linguistic, logico-mathematical, spatial, musical, bodily kinaesthetic, interpersonal, and intrapersonal as well as naturalistic intelligence.

For practical purposes, able pupils at Marlborough School can therefore be described as those whose ability in one or more areas of the curriculum lies in approximately the top 20% of each class.

Gifted pupils are those whose achievements in any activities within the General Performance Area are significantly in advance of their peers.

Talented pupils are those with outstanding or significant achievement in any Specific Performance Area.

2. Why? The School's Aims and the Purpose of this Policy

Our guiding belief is that a rising tide lifts all ships – in seeking to address the needs of able pupils, we will raise the achievement of all pupils. However, whilst all children can learn and achieve, we recognise the diversity of learning styles, interests, attitudes and abilities. The aim of this policy is to enable all pupils to fulfil their potential by overcoming any barriers to learning and removing limitations in expectation. Its purpose is to provide a structure for individualising and enriching learning so that able pupils develop and extend their skills and lead others in enquiry.

3. How?

(see *The Provision for Gifted and Talented Children in Primary Schools*, October 2006, DfES and The national Academy for Gifted and Talented Youth).

- **Identification**

Marlborough School maintains a register of identified Able, Gifted and Talented pupils, using a range of assessment methods, checklists and tests. Just as each child is unique (and our definition is necessarily a generalisation) so too no one single method can be entirely accurate. Identification is dependant upon teachers' skilled observation and on-going assessment and discussions with each other, learning support assistants, pupils, parents and expert advisers. Because we value multiple intelligences, it is also our aim to improve methods of assessment of all intelligences.

- **Expectation and Differentiation**

Strategies identified in Marlborough School's Learning Policy (*3ai – 05.07.22 – learning*) to address the needs of all learners are particularly suitable for Able Pupils. We believe that these children should be encouraged to ask questions and to be the first to become critical, independent thinkers, capable of articulating considered views.

- **Extension and Enrichment**

It is essential that the breadth and depth of learning experiences are planned to take high-ability pupils' needs into account and that although the pace of learning will usually be increased, this is not the aim. Through the cycle of planning and assessment, we at Marlborough School aim to examine and improve what we do for able pupils through the teaching of the mainstream curriculum, as well as through additional activities.

6. What if?

Able, Gifted and Talented Pupils at Marlborough will be:

Respectful	inspired, encouraged and valued
Ready	inquisitive and prepared to develop higher order thinking skills
Resourceful	confident, adaptable and willing to take risks
Resilient	challenged and excited
Remembering	informed, interesting and able to demonstrate skills
Reflective	self evaluative and understanding of <i>Learning to Learn</i> concepts
Responsible	inspiring, encouraging and valuing others

Areas of Learning for GAT register

PSHE

English

CLL (especially ICT)

CLL (especially MFL)

Maths

Physical Education

Other – KUW

KUW (especially Science)

KUW (especially Humanities)

Other - Creativity

Creativity (especially art and design)

Creativity (especially music)

Other - Thinking Skills

Reviewed and agreed with Teaching Staff 17.September.2010

Reviewed and adopted by the Governing Body 30.September.2010