

Regent House School
Preparatory Department



Gifted and Talented Policy

DRAFT

May 2018

Gifted and Talented Policy

Aims

Regent House School Preparatory Department is committed to providing an environment, which encourages all students to maximise their potential and this clearly includes students who display some form of exceptional ability or talent.

Definitions

Gifted and Talented students are those who are achieving or who have the potential to achieve, at a level substantially beyond the rest of their peer group inside our school. This may be in one or more of the following areas:

- general intellectual ability or talent;
- specific academic aptitude or talent;
- visual and performing arts and sports;
- leadership ability;
- creative and productive thinking;
- mechanical ingenuity; and/or
- special abilities in empathy, understanding and negotiation.

Those students who demonstrate or have the potential to demonstrate extremely high levels of ability, compared to their peers across the entire population, will be referred to by the term Exceptionally Able.

The terms 'Gifted and Talented' or 'Exceptionally Able' encompass students who are able across the curriculum as well as those who show talent in one or more specific areas. All talents and gifts are equally valued and will be allocated equal time and resources.

Identification

Before identifying any student as Gifted and Talented in a particular area, we aim to ensure that all students have had the opportunity to learn and succeed in this area. This makes the process of identification fair.

A Gifted and Talented student should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- Teacher nomination following completion of teacher checklist. *See appendix 2*
- Assessment results
- Peer nomination
- Parental nomination (to be approved by school) *See Appendix 1*
- Identification by a previous teacher, previous school, external agency or organisation
- Self nomination (to be approved by school)

It is worth remembering that Gifted and Talented students can be:

- good all-rounders;
- high achievers in one area;
- of high ability but with low motivation;
- of good verbal ability but poor writing skills;
- very able but with a short attention span;
- very able but with a learning difficulty or disability which masks their achievements;
- very able with poor social skills; and/or

- keen to disguise their abilities.
- (adapted from Deborah Eyre, 1973)

Everyone in Regent House School Preparatory Department has a responsibility to recognise and value students' abilities.

We are aware that:

- unnecessary repetition of work is demotivating and demotivated students will not always demonstrate potential;
- there is sometimes peer pressure to under-achieve.

The School Register

See appendix 5

The SENCo is to maintain a register for Gifted and Talented and to ensure that appropriate records are being kept. All students who have been identified as Gifted and Talented are entered onto the School Register. A copy of the register is made available to all staff in paper and electronic form. The area of ability is recorded with reference to the aspect or aspects in which they have a talent. The parent or carer is consulted before the student's name is put on the register. The register is reviewed twice a year at a meeting of the staff concerned and the progress of each student towards their individual targets evaluated. If a student is not reaching his or her full potential, or has achieved the set targets, new arrangements, and where necessary, new targets will be set.

Provision for the Gifted and Talented

Opportunities for extension and enrichment are built into all our schemes of work. During the policy reviews we shall ensure that every curriculum area will have a reference to Gifted and Talented. This should state what the identification procedure will be and what provision is in place.

We aim to:

- maintain an ethos where it is acceptable to be bright;
- encourage all students to be independent students;
- recognise achievement;
- be aware of the effects of ethnicity, bilingualism, gender, religion and social circumstances on learning and high achievement;
- provide a wide range of extra-curricular activities and clubs;
- always provide work at an appropriate level; and
- provide opportunities for all students to work with like-minded peers.

Types of Provision

Classroom Differentiation

- Teachers have high expectations.
- Tasks are designed to take account of levels of existing knowledge, skills and understanding.
- There are planned extension opportunities or open-ended tasks.

See appendix 3

School Based Provision

This varies according to subject area and is covered using a variety of methods:

- School based clubs
- School societies/councils
- Fast tracking groups

- Enrichment opportunities
- Opportunities for performance
- Specialist teaching
- Partnerships with Regent House School Grammar Department

Out of School Provision

Regent House School Preparatory Department will explore and develop community links to provide opportunities for Gifted and Talented students to develop. Students will be encouraged to fulfil their potential in those areas in which they are Gifted and Talented without reducing the breadth of their curriculum and personal experience.

Monitoring Arrangements

Pupils on the Gifted and Talented register will be monitored using an Individual Education Plan. This will be reviewed twice yearly in both February and June. **See Appendix 4**

Personal Development

Classwork and work outside the classroom include a number of opportunities for students to participate in small and large groups, which will help develop their personal and social skills. We recognise that the way students operate in teams and support each other when discussing ideas or collecting resources and materials, supports their social, personal and emotional development.

Some Gifted and Talented students find performing in teams easy, others show excellent social and leadership skills but some find 'team work' more difficult. The school aims to develop all the abilities of students, including their personal and social skills, especially if these are not strengths. We aim to create a climate in which students are taught to relate well to each other and where differences of all kinds, including ability, are accepted.

Leadership and Management Roles

The SENCo is to decide on targets for the School Development Plan, to co-ordinate an audit programme to monitor School Development and to monitor the school's provision for students. The Head of Department is responsible overall for the implementation of the Gifted and Talented policy. All subject areas have a named teacher who is responsible for subject provision for Gifted and Talented students. A named governor takes specific interest in the school's arrangements for Gifted and Talented students and works with the SENCo, on review and development.

Process for Review and Development

This policy will be reviewed annually. The next review will be June 2019

Useful Publications available in school

http://ccea.org.uk/curriculum/sen_inclusion/gifted_and_talented

Appendix 1

Parents' /Carers' Questionnaire (Page 1 of 2)

Name of student:

Date of completion:

What does your son/daughter do really well?

What single achievement do you think your son/daughter is proudest of?

What sort of people does your son/daughter most like to be with?

What do your friends most admire in your son/daughter?

What does your son/daughter most enjoy about school?

Appendix 1 contd

Parents'/Carers' Questionnaire (Page 2 of 2)

What aspect of schoolwork does your son/daughter most enjoy?

What does your son/daughter most like doing at home?

What seems most important to your son/daughter at this time in his/her life?

Is there anything else which might help us identify your son's/daughter's particular gifts and talents?

Appendix 2

General Checklist for Identifying Gifted and Talented Students (Page 1 of 2)

Characteristic	Yes/No
<i>Gifted and Talented students may:</i>	
possess extensive general knowledge, often know more than the teacher and find the usual reference books superficial	
show good insight into cause-effect relationships	
easily grasp underlying principles and need the minimum of explanation	
quickly make generalisations and extract the relevant points from complex material	
have mental speeds faster than physical capabilities and so be often reluctant to write at length	
prefer to talk rather than write and often talk at speed with fluency and expression	
be reluctant to practise skills already mastered, finding such practice futile	
have exceptional curiosity and constantly want to know why	
be inventive and original when interested	
ask searching questions, which tend to be unlike other students' questions	
often see the unusual rather than the conventional relationships	
be able to pose problems and solve ingeniously	
display intellectual playfulness, fantasise and imagine and be quick to see connections and to manipulate ideas	
read rapidly and retain what is read and can recall detail	
listen only to part of the explanation and appear to lack concentration or even interest but always know what is going on	
jump stages in learning and be often frustrated by having to fill in the stages missed	
leap from concrete examples to abstract rules and general principles	
have quick absorption and recall of information, seem to need no revision and be impatient with repetition	
be keen and alert observers, note detail and be quick to see similarities and differences	
see greater significance in a story or film and continue the story	
see problems quickly and take the initiative	

Appendix 2 contd

General Checklist for Identifying Gifted and Talented Students (Page 2 of 2)

Characteristic	Yes/No
<i>Gifted and Talented students may:</i>	
have advanced understanding and use of language but sometimes be hesitant as they search for and use the correct word	
become absorbed for long periods when interested and may be impatient with interference or abrupt change	
persists in completing activities when motivated	
often set very high personal standards – are perfectionists	
more than usually interested in 'adult' problems such as important issues in current affairs (local and world), evolution, justice, the universe etc	
be concerned to adapt and improve institutions, objects, systems, (e.g. can be particularly critical of school)	
be philosophical about everyday problems and common sense issues	
be perceptive in discussion about people's motives, needs and frailties	
daydream and seem lost in another world	
show sensitivity and react strongly to things causing distress or injustice	
often take a leadership role	
empathise with others and be very understanding and sympathetic	
be confident and competent	
express their own feelings	
attribute ideas to others	
be self-effacing	
reflect on their own performance	
give inventive responses to open-ended questions	
have a keen sense of humour in the unusual and be quick to appreciate nuances and hidden meanings	
appreciate verbal puns, cartoons, jokes and often enjoy bizarre humour, satire and irony	
criticise constructively, even if sometimes argumentatively	
be unwilling to accept authoritarian pronouncements without critical examination and want to debate and find reasons to justify the why and the wherefore	

Appendix 3

Classroom Strategies Checklist

Audit	Part of practice	Needs more work
Being aware of school policy and practice for Gifted and Talented students.		
Referring to subject policy guidance on working with Gifted and Talented students.		
Liaising with subject co-ordinators where necessary.		
Using a variety of forms of differentiation in their teaching.		
Planning for the use of higher order learning skills in their teaching.		
Considering and planning for different learning styles.		
Setting high expectations for the Gifted and Talented students.		
Considering early examination entry.		
Grouping Gifted and Talented students together for specific subjects or activities.		
Pacing lessons to take account of the rapid progress of some Gifted and Talented students.		
Giving time for Gifted and Talented students to extend or complete work if they need it.		
Moving Gifted and Talented students into another class (of older students) for some or all work, if their needs cannot be met in their normal class.		
Setting homework which is challenging for Gifted and Talented students.		
Monitoring and recording the progress of Gifted and Talented students.		
Undertaking lesson observations which monitor the progress and attainment of Gifted and Talented students.		



Child's Name	Class	Gifted and Talented Register	Review of Targets	Date of IEP			
		Progress made		Further Action			
		MET <input type="checkbox"/>	WORKING TOWARDS <input type="checkbox"/>	NOT MET <input type="checkbox"/>	NEW TARGET <input type="checkbox"/>	CONTINUE TARGET <input type="checkbox"/>	REVISE TARGET <input type="checkbox"/>
		MET <input type="checkbox"/>	WORKING TOWARDS <input type="checkbox"/>	NOT MET <input type="checkbox"/>	NEW TARGET <input type="checkbox"/>	CONTINUE TARGET <input type="checkbox"/>	REVISE TARGET <input type="checkbox"/>
		MET <input type="checkbox"/>	WORKING TOWARDS <input type="checkbox"/>	NOT MET <input type="checkbox"/>	NEW TARGET <input type="checkbox"/>	CONTINUE TARGET <input type="checkbox"/>	REVISE TARGET <input type="checkbox"/>
Remain on Register <input type="checkbox"/> Off Register <input type="checkbox"/>		Parent(s)/Guardian(s) involved At Meeting <input type="checkbox"/> In Writing <input type="checkbox"/> By Telephone <input type="checkbox"/>					
Signatures							
Teacher:	Parent:	SENCO:	Additional Support Assistant:				
Date:	Date:	Date:	Date:				

