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Introduction

Roedean Moira House Girls School often has a small number of gifted students and an even greater number of talented students every year. We recognise that the needs of these students must be addressed if they are to achieve their full potential.

Aims and objectives

- To ensure full entitlement and access for gifted and talented students to high quality education within a broad and balanced curriculum; to enable them to reach their full potential and enhance their self-esteem.
- To develop independent learning, encourage inquiry, creativity and the development of higher order skills.
- To identify students who are gifted and talented as early as possible to enable them to be provided with the opportunities best suited to their needs.
- To raise staff awareness of their role in identifying gifted and talented students in their classrooms, tutor groups and activities; to advise them on the problems that such students may face and on how the needs of gifted and talented students may be met.
- To provide a framework within which each department can produce a coherent programme to ensure that gifted and talented students are supported both inside and outside the classroom to achieve their potential.

Definitions of gifted and talented students

- A gifted student is a high achiever across a number of different academic subjects (other than Art and Design, Music and Games).
- A talented student is a high achiever in Art and Design, or Music or PE/Games.
- We acknowledge that children can be talented in other areas such as creative or productive thinking or leadership ability.

Identification of gifted and talented students

We will use a range of methods to identify gifted and talented children.

We will listen to parents and to their observations of their children. In particular, we may seek parental input into their daughter's interests and experiences out of school and probe them for milestone information such as when their daughter learned to read and write. We recognise that parental input is very important, particularly in the identification of young children.

We will listen to the students themselves and give them opportunities to contribute their observations about their own strengths and weaknesses. This may be done in lessons but also in tutorial time. We will help students to identify and enhance their learning styles.

We may conduct tests. We will also consult students' school records to assess their achievement to date. However, we recognise whereas high marks may indicate that a student is gifted, low marks do not indicate that a student is not gifted as many gifted and talented children are underachievers. We might employ a range of benchmarks such as:

- Has eight or more A or A* grades at GCSE
- Has a Cognitive Ability Test (CAT) score over 128 on one element
- Has a CAT score of over 120 on two elements
- Has a MidYIS or Yellis standardised score over 130
- Has evidence of outstanding performance
- Has annotated exam coursework showing evidence of outstanding achievement
- Has other evidence of outstanding achievement.

We also look to our teachers to identify gifted and talented students in their classrooms and form groups. We will provide them with a checklist of characteristics of gifted and talented students (see appendix) to help them in their assessments and observations. Such checklists may go some way towards identifying underachieving gifted and talented students.

We will avoid any attempt to label students as labelling can create unwanted problems and unacceptable expectations.

Once gifted and talented students have been identified, departments will make every effort to ensure that information is shared as the student progresses through her school career and beyond. They will also ensure that her teachers are aware at the start of the year of:

- The student's achievements
- The work already covered (with an indication of extensions and enrichment work undertaken)
- The student's preferred learning style
- The student's strengths and weaknesses
- Targets for further development.

Implications for the school

- Departments should be able to bid through the normal budgetary process for resources to support gifted and talented students
- Enrichment activities need to be organised, staffed and financed
- Supporting gifted and talented students creates extra demands on staff
- Independent learning, target setting, individual action plans and academic mentoring will need to be an important part of the culture of the school.

Differentiation

In accordance with departmental procedure, teachers will, where possible, use a variety of differentiation techniques:

- They may set activities that are more challenging, broader in scope and more focussed on specific, high level thinking skills
- They may, if possible, allow students to move through the content at their own pace
- If students master a topic they may be given more advanced learning activities (not more of the same activities).

- Questions should require a higher level of response or be more open ended. Questions should stimulate enquiry, encourage active exploration and discovery.
- Students should be encouraged to be independent; to question and to be creative; to reflect on their own learning strategies; to demonstrate what they have learned in a variety of forms and to engage in self-evaluation.

Developing an effective learning environment

The learning culture should:

- Value students' own interests and learning styles
- Encourage independence, autonomy and initiative
- Encourage students to be open to ideas and initiatives
- Encourage connections between topics, units and subjects
- Use a range of resources
- Use a variety of teaching methods (including student led)
- Encourage students to be reflective learners.

Acceleration (pace), extension (depth) and enrichment (breadth) may be used

Acceleration allows the student to move on to work with older students or for older students' work to be brought into the younger students' classroom. Acceleration to a higher class moves the student from their peer group and although the student may be very good in one or more areas they may lack experiences in other areas or the maturity required. We may prefer to focus on in-class differentiation or on extension and enrichment.

Extension allows the student to probe more deeply into the issues being dealt with in the classroom. By giving the students differentiated tasks that call on higher level thinking skills or by encouraging independent or self-directed learning the student should be appropriately challenged.

Enrichment means giving the student opportunities (perhaps using additional materials, encouraging individual project work or activities out of school) to broaden her knowledge and understanding beyond the usual parameters of the subject. For example, different subjects may have access to:

- Summer schools
- Workshops
- Master classes
- Conferences
- Residential courses
- Courses run by local universities
- Additional qualifications outside the normal school curriculum e.g. advanced extension awards, extra mural courses offered by universities
- Challenging work experience or work shadowing opportunities.

Departmental policies

Each department will identify its own checklist specific to the subject to identify gifted and talented students and will have a separate departmental procedure outlining how it intends to adhere to and implement the school's policy for gifted and talented students.



ROEDEAN MOIRA HOUSE GIFTED AND TALENTED POLICY 2018-2019

Underachievers who are gifted and talented

Staff will make every effort to identify underachieving gifted and talented students through the use of school or departmental checklists, through their own observations of how students identify tasks, how quickly they achieve the desired outcome, the manner in which they solve problems or any other specific strategy identified by their department.

Supporting gifted and talented students through pastoral care

We acknowledge that the characteristics of and the problems faced by gifted and talented students require support through the pastoral care structure. For example, gifted and talented students can have problems with their peers; they may even shun their peers to avoid rejection. They can be self-absorbed and find it difficult to make friends. They can be easily bored and become disruptive. These issues present difficulties to their personal tutors and those forced to deal with their behaviour. The students may require one to one tutorial support.

Monitoring and evaluation

Every student identified as gifted or talented will be carefully tracked and monitored by the appropriate department(s) and a record will be kept regarding extension activities or enrichment opportunities undertaken. Individual students should be set targets and these targets should be reviewed at an agreed date.

Appendix

Gifted children:

- Have a wide vocabulary and talked early
- Ask lots of questions and learn more quickly than others
- Have very retentive memories
- Are extremely curious and can concentrate for long periods on subjects of interest
- Have a wide general knowledge and interest in the world
- Enjoy problem-solving, often missing out the intermediate stages in an argument and making original connections
- Have an unusual and vivid imagination
- May read from an early age
- Shows strong feelings and opinions and has an odd sense of humour
- Set high standards and are perfectionist
- Lose interest when asked to do more of the same.

No one will show all these behaviours, but very bright children will fit a significant number of them.

Some characteristics of gifted and talented people

- Extremely wide general knowledge
- Ability to speak at length (in paragraphs as opposed to words/sentences)
- Dedication and focus
- Lateral thinking
- Ability to ask probing questions
- Ability to find different ways of doing a task
- Curious/inquisitive
- Dry sense of humour
- Willingness to take risks; explore options.

Some less positive characteristics

- Poor communicator/selective friendships
- Daydreamer
- Loner/prefers to work on their own rather than as a team
- Potentially arrogant
- Behavioural issues.

Potential problems may include:

Perfectionism, competitiveness, unrealistic appraisal of their gifts, rejection from peers, confusion due to mixed messages about their talents, and parental and social pressures to achieve, as well as problems with unchallenging school programs or increased expectations. Some students encounter difficulties in finding and choosing friends, a course of study, and, eventually, a career.

Ownership: The power of peer pressure toward conformity, coupled with any adolescent's wavering sense of being predictable or intact, can lead to the denial of even the most outstanding ability. Since they have been given gifts in abundance, they feel they must give of themselves in abundance.

Dissonance: They have learned to set their standards high, to expect to do more and be more than their abilities might allow.



ROEDEAN MOIRA HOUSE GIFTED AND TALENTED POLICY 2018-2019

Taking Risks: They have learned to measure the decided advantages and disadvantages of numerous opportunities and to weigh alternatives. Yet their feigned agility at this may lead them to reject even acceptable activities that carry some risk (e.g., advanced courses, stiff competitions, public presentations), for which high success is less predictable and lower standards of performance less acceptable in their eyes.

Competing Expectations: Adolescents are vulnerable to criticism, suggestions, and emotional appeals from others. Others' expectations for talented young people may clash with their own dreams and plans.

Impatience: Intolerant of ambiguous, unresolved situations.

Supporting gifted and talented students in the classroom

Students' work needs to be differentiated appropriately in accordance with departmental policy. It is acknowledged that providing such differentiation is challenging and time consuming task but that the rewards are well worth the effort.



ROEDEAN MOIRA HOUSE GIFTED AND TALENTED POLICY 2018-2019

Related policies and documents

This policy should be read in conjunction with the following policies and documents:

- Employee Handbook
- Staff Handbook
- Code of Conduct for Employees
- Health Safety Handbook
- Boarding Staff Handbook
- National Minimum Standards for Boarding Schools
- ISI Handbook for the Inspection of Schools, Regulatory Requirements
- Teachers' Standards
- Departmental Handbook
- Differentiation Policy
- Complaints Policy (Pupils)
- Complaints Policy (Parents)

POLICY REVIEWED BY SCHOOL: June 2018

POLICY REVIEWED BY SCHOOL COUNCIL:

NEXT REVIEW: