



THE BRIDGE INTERNATIONAL SCHOOL

Gifted and talented policy

Rationale

At The Bridge International School, we aim to help children realize their full potential. Our school is a community in which children, parents and staff should be part of a happy and caring environment. All students should be given the opportunities, both within the classroom and outside the classroom, to excel. We aim to be a school with “no ceilings and strong floors”.

Definition of Gifted and talented

DCSF and OFSTED define gifted pupils as those with academic ability which places them significantly above the average for their year group. Talented pupils are defined as those whose abilities in Art, Music, Dance, Design and Technology, Drama or Sport are significantly above average. However, some pupils will be capable of success across a wide range of abilities and school systems should not be a reason for limiting these pupils’ achievements.

We work from the assumption that all students have the potential to develop into gifted students. We also believe that students with a particular talent should be encouraged and supported as much as is possible within the school.

Implementation

The majority of provision will be coordinated by the Gifted and Talented Coordinator.

The Coordinator will work closely with the teachers and subject teachers to ensure that the provisions are implemented.

Responsibilities and Monitoring

The Headteacher and SLT

The headteacher will have overall responsibility for this policy. It will be the Director’s responsibility to ensure that there is a member of the Senior Leadership Team with responsibility for G&T.

The G&T co-coordinator will:

- Be responsible for whole School monitoring, provision and support for G&T students.
- Draw up an action plan for improvement.
- Collate from Sections who is thought to be gifted and talented.
- Ensure that G&T students and their parents are aware that they are on the G&T list.
- Investigate and disseminate opportunities for enrichment.

Heads of Department will:

- Inform the G&T coordinators of the names of students that they feel are working significantly above the rest of the year and of any changes as they are made.
- The Head of Departments for Music, PE, Drama and Art will identify a list of talented students in their area and communicate this to the G&T coordinator. They will also ensure that there is at least one exclusive activity for their identified students (Mapped onto the Learning Enrichment Program).
- The Head of sections (except for Music, PE, Drama and Art) will ensure that there is one exclusive activity (e.g. club or trip) for gifted students. This will be intended to stretch the most able students in that subject area but will not necessarily be compulsory for those students. Details of this activity will be passed to the G&T coordinator at the beginning of the year. (Mapped onto the Learning Enrichment Program)
- Departments will ensure that there are explicit strategies (e.g. differentiation by task) for stretching the gifted within lessons and that all teachers are aware of how to differentiate a lesson appropriately.
- Communicate with the relevant Head of Year with regard to G&T students.

Heads of Sections will:

- Monitor the academic progress of the gifted students in all subjects and intervene when there is evidence of underachievement.

Teachers will:

- Ensure that they have a record in their mark books of who is on the G&T list.
- Communicate any issues with students on the G&T list to their Head of Department.

- Plan appropriately and differentiate work by task to accommodate the most able students.

Use the following to plan advanced tasks:

- ✓ Work from a very difficult text or use a variety of texts.
- ✓ Enquiry based learning using a plan-do-review approach.
- ✓ Record information in an unusual way e.g. using graphics.
- ✓ Use role play to enable students to act as experts.
- ✓ Create tasks that require investigation, problem solving, decision making.
- ✓ Design tasks with no single correct answer.
- ✓ Introduce technical language and advanced ideas early.
- ✓ Start with an answer and ask students to set the questions.
- ✓ Use the top three thinking skills: analysis, evaluation, synthesis.
- ✓ Restrict time or word limit to make tasks more demanding.

Related Policies: Teaching and Learning, Assessment, Marking.