Dated   August   2016

Islamia Girls School/Brondesbury College "The School"

Gifted & Talented Policy

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Overview

The School is committed to promoting achievement and to encourage all students to strive for excellence, developing their talents and abilities to the fullest. We believe that the role of the School is to provide a wide range of challenging learning opportunities, which will enable each individual, including those with exceptional abilities, to realise their potential. Gifted and Talented students within our School may be gifted high attaining students across the curriculum or talented in a specific area or areas.

1. **Aims**

    In accordance with the vision and aims of the School we aim to:

    1.1   Help students develop their personalities, skills and abilities, intellectually, emotionally and socially.

    1.2   See that all students reach their potential in all aspects of the curriculum by ensuring that there is an efficient system of identification, planning, provision and monitoring.

    1.3   Provide a full balanced curriculum that is stimulating, enjoyable, challenging and takes account of the student's individual abilities and talents.

    1.4   Promote parental involvement and partnership in their child's learning.

    1.5   Devise strategies for provision which include both organisational and curricular strategies as part of a differentiated, extended and enriched experience.

    1.6   Continuously improve classroom based provision and develop appropriate teaching and learning programmes.

    1.7   Develop an understanding of shared responsibility for gifted and talented students.

    1.8   Ensure both policy and programmes are flexible.

2. **Identification**

    Identification of gifted and talented students may come through a number of sources:

    2.1   Testing and tracking of progress

    2.2   Diagnostic assessment based on student work and class performance

    2.3   Staff observations and discussions

    2.4   Records from previous Schools

3. **Provision**

    The School believes in a curriculum of opportunity to answer the needs of all students including the gifted and talented. Teacher's planning must reflect differentiation and suitably challenging work with enrichment and extension

activities. These must take account of individual needs. We will enable gifted and talented students to achieve their potential by:

3.1 Giving close attention to the needs of individual students through differentiation and careful monitoring of progress

3.2 Recognising the rights of all students to develop their individual skills and abilities by celebrating their achievements

3.3 Enrichment and extension work and/or an accelerated programme going further with each topic and a more investigative approach

3.4 Having high expectations of what students can achieve

3.5 Creating a rich and stimulating learning environment with many opportunities for enrichment

3.6 Engendering depth of understanding and a "thirst for learning"

3.7 Using variations in pace, learning styles, classroom organisation and student activities to create interest and motivation

3.8 Use of questioning and explanation with a choice of activities and tasks

3.9 Developing higher order thinking skills

3.10 Encouraging students to reflect on the process of their own learning and to understand the factors that help them make progress

3.11 Encouraging all students to think for themselves, developing independence and autonomy and supporting students in using their initiative

3.12 Encouraging students to set high targets and evaluate their learning providing homework activities which are open-ended and challenging

4. Resources

The School will continue to develop a resource base to enable gifted and talented students to have access to a range of enrichment and extension materials which:

4.1 Allow individuality of response

4.2 Encourage creativity and imagination

4.3 Provide differentiated learning challenges

4.4 Satisfy developmental rather than chronological age

4.5 Give a sense of satisfaction and enjoyment

4.6 Promoting self-esteem and confidence

4.7 Provide opportunities for on-going assessments

5. In-Service Training

Staff will be encouraged to attend any relevant training in order to foster a greater awareness of the needs of gifted and talented students and enhance their knowledge of teaching methods and resources for these students. The

effective teaching of gifted and talented students is a whole School approach and will in turn enhance the teaching of all students.

6. **Monitoring the Effectiveness of the Policy**

    The policy will be regularly monitored and reviewed. The School's success in meeting the needs of gifted and talented students will be evaluated using the following indicators:

    6.1   Records of individual student progress

    6.2   Value-added information

    6.3   Student's comments

    6.4   Examination results

    6.5   Feedback from class teachers

    6.6   Staff performance management and appraisal

7. **Developing an Effective Learning Environment**

    Like all students, gifted and talented students need frequent opportunities to apply their skills and understanding, and to develop their knowledge, within a secure and flexible learning environment. The learning culture should:

    7.1   Be student-centred, valuing student's own interests and learning styles

    7.2   Encourage independence and autonomy, and support students in using their initiative

    7.3   Encourage students to be open to ideas and initiatives presented by others

    7.4   Be unconstrained by subject boundaries or established conventions

    7.5   Encourage the use of a variety of resources, ideas, methods and tasks

    7.6   Involve students in working in a range of settings and combinations – as individuals, in pairs, in groups, as a class, cross-year, and cross-School

    7.7   Encourage students to reflect on the process of their own learning and to understand the factors that help them to make progress

8. **Checklist: Evaluating the Learning Environment**

    Teachers can use this checklist to help them consider the effectiveness of the learning environment for gifted and talented students:

    8.1   Have you asked gifted and talented students what helps them to learn effectively?

    8.2   What have you done to ensure you meet their needs?

    8.3   How have you helped students become more aware of their preferred learning styles?

    8.4   How have you helped students with the language needed to discuss the process of their learning?

8.5   As a teacher, how are you modelling the process of talking about how learning takes place, rather than just what is learned?

8.6   How have you established a culture in which wrong answers are productive opportunities for learning (happy incidents), and in which creative thinking is actively encouraged?

8.7   How often do you encourage creative thinking by asking open-ended questions to which there are no right answers?

8.8   How much do you encourage students to ask questions of themselves, each other and other adults in the classroom?

8.9   How are students involved in self-assessment and/or peer assessment?

8.10   How effectively are the processes of formative assessment developed? (for more information on this, see the role of assessment in supporting learning)

8.11   How are you developing and maintaining a classroom or School code of achievement?

8.12   How do you encourage students through challenging and interactive displays?

8.13   How do you ensure that examples of gifted and talented students' work are on display or readily available, to raise the expectations of both students and teachers?

8.14   How effectively are you involving teaching assistants and supply teachers in the identification of, and provision for, gifted and talented students?

8.15   How thoroughly have you checked work to make sure that it offers challenges that match higher level descriptions than expected for the key stage and/or the exceptional performance criteria of the national curriculum?

8.16   How are you developing a resource collection, including lists of web resources, of students and staff in classrooms, departments, the staff room, library or resource centre? How are you making sure that resources are being used?

8.17   How effectively are you liaising with the Schools' library service or other local resource support services?