

# QUEEN'S COLLEGE, LONDON



## **Gifted and Talented**

## *POLICY DOCUMENT*

# Queen's College, London: Gifted and Talented Policy

*Staff Handbook Ref: 64*

## **1 Aim**

We are committed to providing an environment, which encourages all girls at Queen's College to maximise their potential and this clearly includes pupils who display some form of giftedness or talent. Gifted children have a great thirst for knowledge and this need should be recognised as early as possible and their talents developed.

## **2 Definition**

Gifted and talented children are those who have one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop these abilities).

The term 'gifted' refers to those pupils who are capable of excelling in academic subjects such as English or History.

'Talented' refers to those pupils who may excel in areas requiring visio-spatial skills or practical abilities, such as in games and PE, drama, or art." (From the DCSF)

The College also recognises that a very small number of girls might have high abilities in both.

## **3 Identification of the Gifted and Talented**

Queen's College does have a list of pupils who have been identified as Gifted and Talented. This list is co-ordinated by the Senior Tutor who considers:

- Teacher nomination through discussions at Staff and Departmental Meetings
- Assessment results in particular those girls who have scored over 127 in their (standardised) MidYIS results
- Work scrutiny and lesson observation by the Senior Tutor and Principal

It is recognised that it is easy to destroy the self-confidence of any child and this is particularly so when they are gifted and talented. Their experiences with their teachers, their peers and their parents are critical, and it is always important to look for indicators which suggest that a difficult, unhappy or bored child has hidden talent.

## **4 Characteristics of high ability pupils**

Girls will display some of these behaviours:

- Unusual alertness
- Long attention span
- Inquisitive
- Asks challenging questions
- Keen sense of observation
- Sharp or quirky sense of humour
- Excellent memory
- Intensity
- Work at a level 2 or 3 years ahead of peers
- Preference for older companions
- Abstract reasoning
- Requests a change to the task set
- Manipulates information
- Is highly self critical
- Uses superior vocabulary and complex sentences
- Processes complex ideas quickly
- Superior reasoning ability
- Divergent thinker – looks for the unusual
- Writing untidy – unwilling to record
- Has excellent reasoning skills
- Fanatical about an interest or hobby
- Finds socialising with peers difficult
- Vivid imagination
- May appear disrespectful
- Challenges accepted theories

## **5 Provision for the gifted and talented**

The college ensures that opportunities for extension and enrichment are built into departmental schemes of work and that departmental handbooks have a reference to gifted and talented. This should state what provision should be made within that subject area. We aim to:

- Maintain an ethos where it is OK to be bright.
- Encourage all pupils to be independent learners.
- Recognise achievement.
- Provide a wide range of extra-curricular activities and clubs.
- Always provide work at an appropriate level.
- Provide opportunities for all pupils 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.

There is access to higher tier assessment papers.

Small group work where appropriate

Grouping by ability in some subjects

Differentiated homework

Schemes of work that address the needs of G&T pupils

### **School-based provision**

School clubs

Enrichment opportunities

Opportunities for performance

### **Out of school provision**

National schemes/competitions/festivals

Establishment Membership of the National Association for Gifted Children (NAGC)

### **NAGC support**

Termly newsletter with news and views

Summary of research on best practice

Information and Advice helpline for teacher

## **6 Staff guidance:**

The following lists might be helpful, practical guidance for staff:

### The Needs of the Most Able Learners

- Opportunity to work at an increased pace
- Starting points that meet their level of knowledge
- Less practice at tasks
- Less explanation of instructions
- Opportunities to work with others of similar ability
- Challenging tasks
- Challenge to the point of failure
- Development of good study skills
- Development of thinking skills and critical thinking
- More independence of study
- Access to library and ICT
- Open ended situations
- Abstract tasks
- The right to fail
- A wide variety of opportunities for experiment and application
- Creative opportunities

- Individual programmes that develop their intellect
- Greater depth not accelerated pace
- Opportunity to take risks
- Real applications for their learning
- Mentoring
- Reinforcement that giftedness is valued
- Protection from bullying or name calling
- Opportunities to experience challenges outside school e.g. NAGTY/Work Placements/Courses

### Ten Teaching Strategies for Very Able Pupil

- 1 Give a starting point for the work that takes account of ability. For example if the class task is to work through 20 questions, able pupils may start at a question that begins to challenge them.
- 2 Allow able pupils to jump steps needed by the majority. It can seem punitive if they are made to complete the same work as everyone else.
- 3 Give space for pupils to experiment so that an original way of working is not discouraged.
- 4 Create as many open ended situations as possible. This enables able pupils to give individual responses. These may be very different from those of the other pupils.
- 5 Cut short the amount of practice on a particular skill or process if the gifted pupil masters it quickly. Provide interesting research or experiment to extend the pupil in the time gained.
- 6 Allow able pupils to work independently, perhaps on different or extended tasks; e.g. a challenging project on a novel that they have read ahead of the class.
- 7 Use differentiated homework to give identified pupils more challenging targets.
- 8 Set tasks requiring the high order thinking skills (Bloom) of Synthesis and Evaluation.
- 9 Group able pupils together for some aspects of the learning; set challenging tasks for the group.
- 10 Place one very able pupil in each group giving them a leadership role or responsibility.

**This policy is reviewed each year by the Council of Queen's College at its AGM.**