

Gifted and Talented Policy

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Aims

At Downe House Riyadh, we are committed to providing a secure and stimulating learning environment for all our pupils. We value excellence, recognise achievement and celebrate the success and effort of all our children, encouraging strong role models. Our excellent teaching and learning aims to maximise opportunities and develop the children's confidence, so they can challenge themselves and take risks.

We believe in treating pupils as individuals, providing an education that is suited to their particular needs and abilities. This is especially relevant with children identified as able, gifted or talented, regardless of their gender or background.

To ensure that these pupils reach their full potential, it is important to adopt and implement appropriate policies and practices to fulfill their educational and social needs. Their specific talents and skills need to be nurtured; by providing them with either the opportunities to work at high cognitive levels in academic areas; or a chance to aspire for creative or physical excellence, whilst still ensuring the holistic needs of the child are met, in order to provide a well-rounded education.

We believe a strong able, gifted and talented programme is vital to support the ethos of Downe House Riyadh, as it promotes increased performance across the board, lifting the aspirations of pupils, teachers and support staff.

"A rising tide lifts all ships"

Definitions

Gifted and talented learners are:

"Those children and young people with one or more abilities developed to a level significantly ahead of their year group (or with potential to develop those abilities)."

They can be identified in any year and amount to 7-10% of the school population. Able learners are defined as those who have abilities in one or more subjects in the statutory school curriculum, other than art and design, music and PE.

They have the capacity for, or demonstrate, high levels of performance in an academic area. This also includes children who are leaders or role models and who display outstanding leadership and/or social skills.

Gifted children are defined as those with an innate ability, who present a natural, outstanding aptitude or competence for exceptional performance.

A talented pupil is one who demonstrates high levels of achievement with a specific ability in a non-academic area, including art, music, sport or the performing arts.

Identification of the Gifted and Talented

The identification of the gifted and talented pupils is a process in which the whole teaching and support staff participate in; as well as parents, carers, and the children themselves. The process starts as soon as children enter Downe House Riyadh and is reviewed constantly, with the help of assessments. Before identifying any child as gifted or talented in any area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fairer. A register of able, gifted and talented children is kept by the SLT but talents and abilities emerge at different times due to developmental issues, and as new opportunities arise, therefore, inclusion in the cohort is not permanent. If it is perceived by parties that inclusion is no longer beneficial, students may be moved off, either temporarily, or permanently.

Identification must also be based on ability, not on achievement. Some children can "underachieve" for a variety of reasons such as: peer pressure; behaviour problems; special educational needs or reluctant learners and all staff need to be aware of this and look for "hidden talents." Potential may be masked by frustration, low self-

esteem or lack of challenges. Others under achieve because they have learning disabilities that obscure or eclipse their gift or talents.

Both qualitative and quantitative information can be used for identification purposes. It is worth remembering that gifted and talented pupils can be:

- Good all-rounders
- High achievers in one area
- Of a high ability but with low motivation
- Of good verbal ability but with low writing skills
- Very able but with a short attention span
- Very able but with poor social skills
- Keen to 'disguise' their skills

Gifted younger students often exhibit these traits:

- good problem-solving skills;
- the ability to make original observations and connections;
- the ability to jump quickly to a solution or answer rather than to work through stage by stage;
- highly observant and strong at reasoning;
- a wide range of interests;
- a good general knowledge and vocabulary;
- an active curiosity often to the point of constant interruption, questioning and 'fiddling';
- the ability to remember things quickly and well;
- high levels of concentration;
- an enjoyment of spending time with adults and older children;
- an ability to learn independently;
- an ability to abstract, conceptualise and synthesise information (e.g. 'An omnivore eats meat and plants. I like meat and vegetables so I am an omnivore too'); and
- the ability to speak in complex sentences.

Provision for the Gifted and Talented

At Downe House Riyadh, the main focus is to improve provision for able pupils in day-to-day teaching and learning. There are three basic ways of meeting the needs of gifted and talented pupils, accelerated, enrichment and extension.

Acceleration through adaptation: consists of enabling pupils to access work which would typically be for older students, but within their normal class. This can be through targeted provocative questioning, or work which requires more depth.

Enrichment consists of broadening a pupil's education: This can consist of enabling a students to study aspects of topic that there would not normally be time to study, or encouraging specific ICP's for students.

Extension occurs when pupils are encouraged to develop more sophisticated thinking and reasoning skills. Opportunities for extension and enrichment are built into all our schemes of work across all curriculum areas.

Class provision

- Teachers have high expectations.
- Teaching is personalised, pacy and challenging.
- Tasks are designed to take account of levels of existing knowledge, skills and understanding and are differentiated appropriately.
- There are planned extension opportunities or open-ended tasks that promote higher order thinking skills.
- A variety of grouping is used effectively eg. Setting, mixed ability etc.
- There is access to higher level tests for assessment.
- Enrichment of learning.

Enrichment and extension work is provided by all teachers in all classes as part of normal differentiated provision. Teachers plan carefully to meet the learning needs of all our children by:

- Setting common activities that allow the children to respond at their own level.
- Giving an enrichment activity that broadens learning in a particular skills or knowledge area.
- Giving the opportunity for children to progress through their work at their own rate of learning.

Differentiated activities are shown on daily planning. Gifted children need to be challenged.

School based provision, varying according to subject area and covered using a variety of methods

- Shared celebration of children's achievements.
- School clubs including sports, arts, music.
- School societies and councils.
- Specialist Teachers.
- Enrichment opportunities including specialist days.
- Intervention Groups.
- Opportunities to learn a variety of musical instruments.
- Opportunities for performance.

Out of school provision

- To help children find support, training and clubs for more diverse talents.
- Opportunities to enter national international competitions.

Process for Review and Development

School teachers, with the support of the Head of Learning Support are responsible for:

- Updating and reviewing class information on any children identified as gifted or talented
- Ensuring liaison with parents where necessary
- Monitoring provision
- Identification of any suitable mentors for pupils
- Provision of any necessary resources
- Keeping up to date with information and feeding back to the staff when necessary
- Consulting with the SLT

Policy History

Date of adoption of this policy	August 2022
Date of last review of this policy	June 2025
Date for next review of this policy	August 2027
Policy owner (SLT)	Principal
Policy owner (Chair of the Board)	Board