



RAFFLES

INTERNATIONAL
SCHOOL

Towards Excellence

Gifted and Talented Policy

Adopted: April 2015

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Next review: August 2017

CEO/Board		 Principal
 Head of Primary School	 Head of Secondary School	Other relevant staff

Distribution List:

- CEO/ Board
- Principal
- Section Heads
- Academic Staff
- Parents



Gifted and Talented Policy

School Vision, Mission and Core Values

Our Vision

Providing world-class education

Our Mission

To empower students with a holistic, rigorous and international education for success in an ever changing world

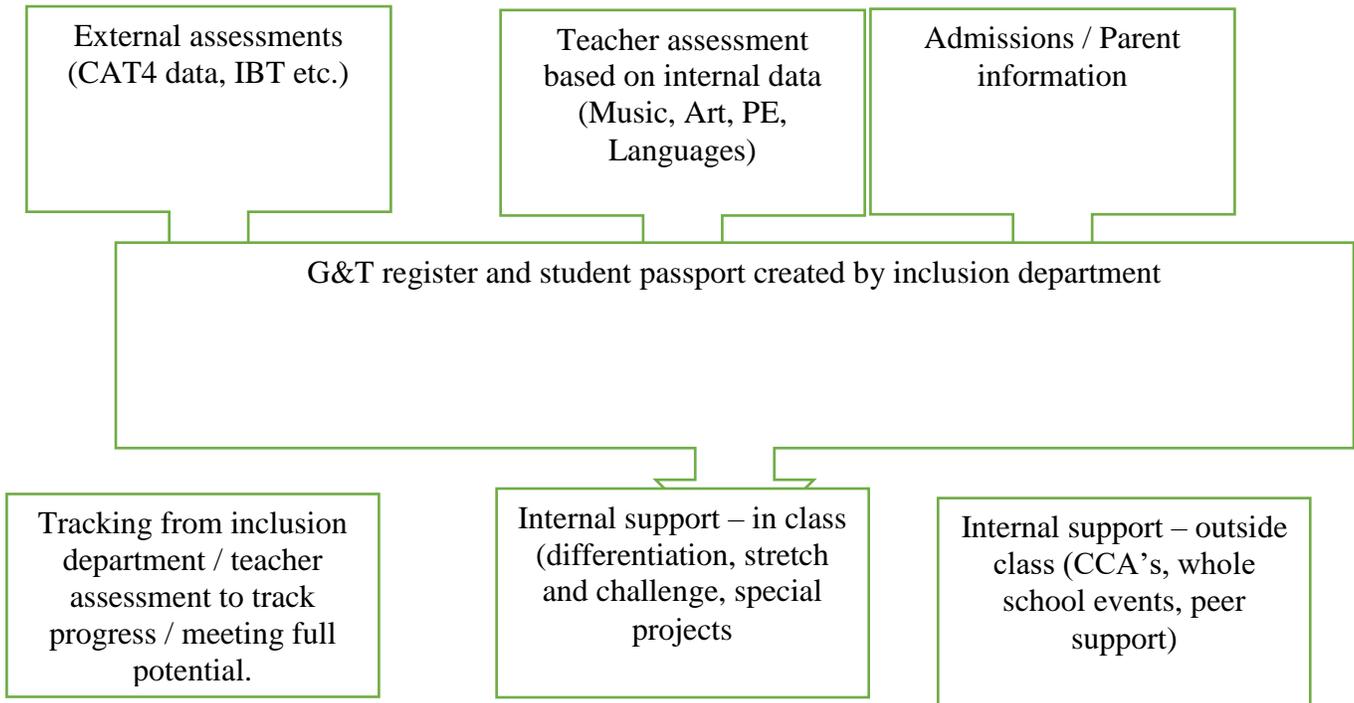
Core Values

Achievement | Collaboration | Innovation | Integrity | Respect | Responsibility

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Flowchart showing identification and support for G&T students





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Introduction

We believe in providing the best possible provision for students of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. The purpose of this policy is to help to ensure that we recognise and support the needs of those children in our school who have been identified as 'gifted' and/or 'talented'

Gifted and Talented - Definition

The definitions of gifted and talented students take account of the 'Differentiation Model of Giftedness and Talent' and align with international best practice.

- The term giftedness refers to 'a student who is in possession of untrained and spontaneously-expressed exceptional natural ability in one or more domain of human ability.' These domains will include intellectual, creative, social, physical abilities. In the case of a gifted student, whilst exceptional potential will be present, they may actually under achieve.
- The term talented refers to 'a student who has been able to transform their 'giftedness' into exceptional performance'. Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability. All gifted students have the potential to be highly able but not all highly-able students are truly gifted.

Our Targets

Provision will made for G&T children within the normal class teaching, but sometimes we will provide enrichment or extension activities to further promote their skills and talents.

It is essential in the education of students with special gifts and talents that our school form effective partnerships with parents so that students with special gifts and talents are understood, valued and included in the school community. That they have the ability to make friendships with students with similar interests and abilities, and challenged to reach their full potential. Giftedness is not always visible and easy to identify. Its visibility can be affected by cultural and linguistic background, gender, language and learning difficulties, socioeconomic circumstance and location.

Aims and objectives

Our aims are to:

- ensure that we recognise and support the needs of all our children
- enable children to develop to their full potential
- offer children opportunities to generate their own learning
- ensure that we challenge and extend the children through enriched tasks
- encourage children to think and work independently.



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Identification of Gifted and Talented children

We use a range of strategies to identify gifted and talented children. The identification process is ongoing, and begins when the child joins our school. For some children we have pre-school records which give details of achievements and talents in particular areas. Discussions with parents and carers enable us to add further details to these records. All children undergo assessments. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's profile with the parent, and use this information when planning for individual needs. As the children progress through the school, we assess them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets.

The children undertake internal assessments from Years 3 to 10 as well as CAT4, IBT and other international assessment. FS and Year 2 use PIPs as a benchmark at the start and end of the year. We compare the information from these tests with a range of internal data, to measure and assess a child's aptitude and progress.

Each teacher regularly reviews the children's progress and records the data. Teachers discuss the children's progress with parents at consultation meetings (PSTC) and report on each child's progress throughout the year.

Aptitudes in English and Mathematics

Gifted children in English are identified when they:

- demonstrate relatively high levels of fluency and originality in their conversation;
- use research skills more effectively to synthesise information;
- enjoy reading, and respond to a range of texts at a more advanced level;
- use a wider vocabulary, and enjoy working with words;
- see issues from a broader range of perspectives;
- use more advanced skills when engaged in discussion.

Gifted children in Mathematics are identified when they:

- explore a broader range of strategies for solving a problem;
- are more curious when working with numbers and investigating problems;
- see solutions more quickly, without needing to try all the options;
- look beyond the question in order to hypothesise and explain;
- work more flexibly, and establish their own strategies;
- enjoy manipulating numbers.



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Gifted and talents students are identified in Music, PE, Art and Languages when:

- They show skills over and above the level of their year group
- When they display a natural aptitude for new skills, abilities and practices (e.g. a natural talent for Music, for PE etc.)
- When they are able to master entirely new skills within the subject at a very high speed and level of ability (for example a new sport, new art technique, new language or new instrument)
- Gifted and talents students may have had prior training in the subject to a high level, but this should not be an indicator for G&T status.
- Show an ability to absorb new techniques quickly, to make connections within and outside the subject and are able to invent their own strategies to master the subject.
- While some external data may exist to help support G&T identification, in these subjects it is down to the subject teacher to identify and justify the selection of G&T students.



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Teaching and learning support for G&T

The identification of students with special gifts and talents is not be viewed as an isolated activity. It is the essential first stage of a continuum of provision where our school provides appropriate and personalised learning programmes to enable all gifted students to become talented. The following are key aspects of how our education programmes are personalised for students with special gifts and /or talents.

- Differentiation - An effectively differentiated curriculum meets the needs of students with a range of learning styles and ability levels. A differentiated curriculum is essential for gifted and talented learners whose potential is unlikely to develop without special educational provisions.
- Pace - It is likely that gifted and talented students will learn at a faster pace. They may understand new concepts more easily and with fewer repetitions. Consequently teachers will need to provide appropriate challenge to sustain the students' attention and desire to learn.
- Assessment - Assessment is an important, ongoing diagnostic tool for matching curriculum delivery to students' needs. Pre-assessment allows teachers to determine what students already know, so that a more challenging learning programme can be provided.
- Groupings - Students with special gifts and talents can benefit from flexible grouping within the classroom where they can work individually or with other gifted students.
- Level of work - Gifted and talented students generally understand concepts and ideas at a level which is above usual age-related expectations. Therefore the curriculum needs to be concept based and include complex, abstract ideas so that interests and abilities are challenged and extended.
- Enrichment - It is expected that the vast majority of gifted and talented learners will be taught in mainstream classes as part of a differentiated curriculum. Provisions for gifted and talented learners need to include opportunities for enrichment, extension and acceleration within and beyond the classroom.

Our teachers plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning, by providing:

- a common activity that allows the children to respond at their own levels;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for children to progress through their work at their own rate of learning.



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We offer a range of extra-curricular activities for our children. These activities offer higher achievers the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting clubs and music activities. This offers teachers a further opportunity to set work at the level of individual children. The children also have the opportunity to experience a range of educational visits that further enrich and develop learning.

Management strategies and support for G&T students

There are two nominated staff, currently Mr Michael Scott (Coordinator) and Mrs Faryal Saeed (Head of Inclusion), who coordinate the provision and practice within the school for gifted and talented children.

The coordinator's role includes:

- Running a register of gifted and talented students, and keeping it up to date;
- Monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken across all curriculum areas by the higher achievers;
- Regularly reviewing the teaching arrangements for these particular children; by monitoring their progress through termly discussions with teachers and data analysis
- Supporting staff in the identification of these children and on teaching and learning strategies;
- Co-coordinating support for G&T students outside of lessons – monitoring CCA activities, external school competitions and student peer support groups.